

Poteet Independent School District

Poteet Elementary School

Campus Improvement Plan

2020-2021



Mission Statement

Poteet Elementary believes education is a shared responsibility of students, school, home, and community where meaningful relationships have profound lifelong learning and unlimited impact.

Vision

Poteet Elementary will cultivate a community that will be kinder than necessary, work harder than expected, and never stop trying.

Value Statement

Be Kind, Work Hard, and Never Stop Trying!

Table of Contents

Poteet Elementary will cultivate a community that will be kinder than necessary, work harder than expected, and never stop trying.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Goals	17
Goal 1: Improve Academic Performance so that all students will achieve at least one year's growth on all grade level learning standards.	17
Goal 2: Improve the use of quality data, to 100%, to drive instruction in all content areas and improve student learning.	26
Goal 3: Increase leadership effectiveness to ensure all instructional decisions will increase student growth.	30
Goal 4: Increased learning time for all students to allow additional instructional opportunities to ensure students receive targeted instruction to raise achievement levels and close performance gaps among sub-populations	37
Goal 5: Increase Family and Community engagement by adding activities to build stronger parent-school relationships to create an environment that harbors student growth.	42
Goal 6: Improve school climate and increase student attendance to a minimum of 95%.	49
Goal 7: Improve Teacher Quality by facilitating the use of best practices in all classrooms through on-going professional development to increase student growth.	53
Goal 8: Increase technology and related services through support and training for technology integration in classrooms to increase student engagement and achievement.	59
Goal 9: Increase college and career awareness by providing 100% of students the opportunity to be exposed to various careers.	63
Comprehensive Support Strategies	65
State Compensatory	66
Personnel for Poteet Elementary School	66
Title I Personnel	67
Campus Funding Summary	68
Addendums	75

Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

- Total Number of Students: 550
- Total Number of Students Identified as At-Risk: 394 (71.64%)
- Total Number of Students Identified as Economically Disadvantaged: 424 (77.09%)
- Hispanic: 482 (87.64%)
- White: 64 (11.64%)
- Black - African American: 3 (0.55%)
- American Indian: 0
- Asian: 0
- Two or more races: 1 (0.18%)
- Migrant: 3 (0.55%)
- LEP: 37 (6.73%)
- Gifted and Talented: 9 (1.64%)
- Special Education: 42 (7.64%)
- Dyslexia: 18 (3.27%)
- Homeless: Shelter: 1 (0.18%) Doubled Up: 7 (1.27%)

Poteet Elementary acknowledges that a high percentage of our students come from disadvantaged home environments where

certain factors may prevent them from being ready to start school. Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. So the challenge becomes the facilitation of targeted professional development for all staff to meet the individual needs of our students.

Demographics Strengths

- Student academic performance for EL students has improved based on TELPAS scores between the 17-18 and the 18-19 school year. No TELPAS scores to report for the 19-20 school year due to COVID-19 closure.
- Strong administrative support for teachers, students and families
- Communication between teacher/parent, campus/parent, administration/staff, and administration/parents
- Family nights are hosted by content area to help academic growth for students and create a community of learners
- The RTI, guided reading and Aggie subject-level instructional interventions are expanding to better meet the needs of our struggling learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased interventions needed to address growing number of economically disadvantaged students. **Root Cause:** The percentage of economically disadvantaged students on campus 77.09%

Problem Statement 2: Increase number of teachers ESL certified to strengthen the learning and vocabulary gap. **Root Cause:** Students come to school with lack of exposure or opportunities for a vocabulary rich environment.

Student Achievement

Student Achievement Summary

Campus efforts made by each of our teachers in regards to differentiated teaching practices and a continued focus on the TEKS are priorities this year. The use of pacing guides and access to the TEKS Resource System are intended to assist both teachers and students towards a higher level of academic progress. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates in both math and reading. Guided reading will be used to strengthen students reading comprehension, fluency, and overall reading practices. Campus Administration, consultants and our campus instructional specialist will work with our teachers through professional development, observations and modeling to ensure consistent implementation. Math and Reading interventionist will work with students on identified weaknesses in order to help increase student performance in those who demonstrate below-level skills in reading and math. It is important that we build a strong foundation in PK-1 and take the content to a deeper level in 2-3. We are focused on and will continue to build a vertically aligned campus through expectations and rigorous content.

Student Achievement Strengths

- Phonics instruction implemented with fidelity for solid foundation and continued growth
- TPRI/Tejas Lee and F&P benchmarks used to assess students at the BOY, MOY, and EOY
- Continued implementation of our RTI system to provide necessary steps for interventions
- TEKS based computer programs used daily with students.
- Improvements in 3rd grade Reading based in 2019 benchmark results: 2018 Approaches: 67%, Meets: 18%, Masters: 7%; 2019 Approaches: 72%, Meets: 29%, Masters: 15%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Training and implementation of a wider array of collaborative learning and differentiated instructional models for teachers **Root Cause:** Students needs are varied due to academic gaps

Problem Statement 2: Maximum planning, instruction, and learning time for teachers and students through purposeful and meaningful PLC meetings **Root Cause:** Instructional decisions were not focused around targeted data talks and disaggregation.

Problem Statement 3: Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs **Root Cause:**

Instructional decisions were not focused around targeted data talks and disaggregation.

School Culture and Climate

School Culture and Climate Summary

Poteet Elementary strives to provide a warm and welcoming environment for all staff, parents, and the community. We have high expectations for our students - both academically, behaviorally, and socially. Our staff and students are able to feel safe and supported in the school environment through various safety drills. Parents and community members are welcomed and encouraged to participate in the educational process through things such as Reading with Heroes, Grandparents day reading, PTO, campus and district committees, along with participation in after school activities. Poteet Elementary vision statement is "Be Kind, Work Hard, and Never Stop Trying". This is part of our daily announcements and we have a very positive and supportive atmosphere that strives to make the best learning environment for each and every student. Teacher input is valued and incorporated into the campus needs. Staff participates in extracurricular activities and family nights hosted by the campus.

School Culture and Climate Strengths

- Strong community and parent support
- Safe and orderly campus
- Minimal disciplinary referrals
- Offering a variety of activities for our students to participate in throughout the school year
- Counseling sessions weekly to promote pillars of character, positive behavior and attitudes with students
- Star Students - chosen weekly for every classroom
- Well maintained and clean campus buildings

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increasing parental involvement in academics **Root Cause:** Barriers exist that keep parents from being involved such as time and flexibility for parents to attend along with an increase in our student homeless (doubled up) percentage

Problem Statement 2: Developing academic support for parents so they are able to assist their students in regards to academics **Root Cause:** Parents unfamiliar with instructional practices and content. Lack of parental resources and campus provided materials for parents to use and access.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Poteet Elementary are considered highly qualified by holding a certified teaching certificate in their teaching levels or be enrolled in an alternative teaching program. A background check and fingerprinting is required of all employees. The teachers are evaluated under an evaluation and support system, Texas Teacher Evaluation and Support System (T-TESS). Administrators provide feedback from routine walk-throughs and observations to teachers. T-TESS focuses on teachers developing habits of continuous improvement through professional development, dialogue and collaboration. Teachers meet with their evaluator at the beginning of the year to outline goals during a preconference, undergo an observation during the year followed by a post-conference, and an end of year summative conference is held to discuss the year and future goals.

Region 20 educational specialists observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed during visits. Poteet Elementary participated in the TXLS program for the past 2 year. TXLS is inquiry-based, job-embedded professional development where teachers work collaboratively to develop, teach, and assess research-based lessons

We currently have a 70% retention rate for the Elementary campus. The staff feels supported and that their voices are valued by campus administration. Teachers collaborate regularly with administration during team collaboration meetings where data and important campus based information is discussed and shared.

Staff Quality, Recruitment, and Retention Strengths

- Teachers feel supported by campus administration
- Positive and welcoming campus environment
- Administrative support for teachers who seek specialized staff development and feedback through team collaboration meetings
- Recruit and retain highly qualified and effective staff
- Teacher appraisers and campus leadership set goals and focus on continuous cycles of improvement
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continued support from Regional Service Center specialists in modeling, effective instructional methods, collaborative learning, and research-based strategies for all subject and grade levels **Root Cause:** Consistency with horizontal and vertical alignment needs to be maintained from year to year and inclusive of new staff

Problem Statement 2: Mentor program needs to be developed for new staff members to succeed and feel welcomed to the district and the education profession. **Root Cause:** A campus based mentor program has not been established with consistency

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Poteet Elementary administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The TEKS Resource System is our foundational curriculum. It provides tools that allow teachers to view vertical alignment, pacing guides, sample questioning, and an assessment bank in order to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. TEKS Resource System also assists the teachers in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. Unit assessments and performance assessments (PAs) are used to check student mastery. Most assessments are created through the TEKS Resource System. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. Teachers in 2nd-3rd grades utilize Eduphoria to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. Small group instructional practices have proven to be the most effective due to large population of at-risk students.

Curriculum, Instruction, and Assessment Strengths

- Utilize and share successful intervention strategies and programs across grade levels/subject areas
- Adequate teaching supplies and materials
- Region 20 Education Service Center Specialists who coach, model, observe, and provide feedback on instructional delivery and resources
- Through TXLS, teachers learn to deconstructed TEKS, scope and sequence, and hold curriculum-based meetings to address needs
- TEKS Resource System to assist core teachers with pacing, vertical alignment, sequencing, and rigorous assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Increase teacher familiarity with usage of TEKS Resource System to ensure correct vertical alignment and common-based assessments for grade/subject levels **Root Cause:** New resources and continual updates in TEKS Resource System are released throughout the year

Problem Statement 2: Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups **Root Cause:** Lack of consistent and data-driven PLC meetings being held all throughout the year and past years

Parent and Community Engagement

Parent and Community Engagement Summary

Poteet Elementary is committed to a full partnership with parents and community members through providing activities and events for parent and community participation. Families and community members can be involved in meaningful activities that support students' learning and campus needs. These include content specific family nights, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, award ceremonies, and UIL academic events (grades 2nd and 3rd). These activities also include meetings offered during teacher conference time or after school hours to provide parent/student learning activities and information for all content areas.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, and the Parent-Teacher Organization. Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Instagram, and the various Teacher/Parent app (Remind, Class Dojo, Seesaw). The district and campus website is updated with current news and informational items that all interested parties can access.

Parent and Community Engagement Strengths

- Reading with Heroes
- Reading with Grandparents in celebration of grandparents day
- Content specific family nights
- Field Days
- Weekly Star Students
- EOY Awards for all grade levels
- GT and Science Fair
- Texas Reads One Book
- Positive feedback from parents
- Facebook and Instagram post showcasing daily campus activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increased attendance and feedback at strategic planning meetings **Root Cause:** Lack of parent input and involvement in specific meetings held on campus for campus planning

School Context and Organization

School Context and Organization Summary

Poteet Elementary strives to create a positive academic and well organized school system within the community. Administration, faculty, and staff are all friendly, qualified, and hold high expectations to ensure students are successful in preparing a solid foundation for their educational career. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment of high expectations, staff strives to utilize time spent in the schools serving the academic and social emotional needs of our students.

School Context and Organization Strengths

- Positive climate and culture exhibited through all educational stakeholders
- High expectations of administration, faculty, staff, and students;
- Positive community/parental image

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continued to develop consistency in instruction with focus on opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every level **Root Cause:** Past inconsistencies have created learning gaps that we are still continuing to address

Problem Statement 2: Increased community and parental awareness and involvement **Root Cause:** Lack of parental involvement during specific and structured campus meetings

Technology

Technology Summary

Poteet Elementary has worked diligently to improve available technology resources for staff and students. Our students have access to several forms of technology which provides great opportunity for growth. We are always looking for ways to expand student exposure to technology and computer based programs.

Technology Strengths

- 2 computer labs are available for students and teachers
- 5 Chromebooks and locker in every classroom PK-3rd
- PK - 3rd classrooms have access to mobile Chromebook and iPad carts
- Computer lab paraprofessional available for specials rotation
- Direct connection to the Internet and wireless connection to the Internet
- Campus-wide Wi-Fi access points
- Campus website and intranet in place providing district information and instructional services
- Written procedures in place on acceptable use of the Internet and network management
- Firewalls in place to help protect student access to unauthorized websites
- Teachers have access to a dedicated computer
- All classrooms have projectors that are permanently affixed in classrooms
- Employee email accounts and network storage space
- A technology director and instructional technology specialist available for assistance
- Teachers are expected to integrate relevant technology material into their lessons

Problem Statements Identifying Technology Needs

Problem Statement 1: Staff technology training for more effective utilization and integration of technology during instruction and assessments **Root Cause:** Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students

Problem Statement 2: Replacement/recycle plan for outdated equipment **Root Cause:** With each year, our technology need grows and our equipment needs to be replaced or updated due to device capabilities or compatibility to software licenses purchased



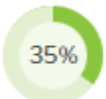

Problem Statement 3: New Equipment and Accessories for Special Education technology **Root Cause:** Technology was not updated for a number of years.









Priority Problem Statements

Goals

Goal 1: Improve Academic Performance so that all students will achieve at least one year's growth on all grade level learning standards.



















Performance Objective 1: Data-driven instruction





<p>Strategy 1: Student data will be evaluated based on performance on BOY, MOY, and EOY TPRI, F&P, and Unit assessment. Strategy's Expected Result/Impact: Increase in student performance for identified areas of need. Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teacher, Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Results of data analysis will be shared at team collaboration and/or faculty meetings. Teachers will analyze their student data by overall strengths, areas to grow, and individual student needs. Strategy's Expected Result/Impact: Planning of instructional interventions will reflect findings of data analysis. BOY MOY and EOY data will be discuss in PLCs Teachers and Campus Administration will target areas of need, discuss and create plan of action. Sign-in sheets and agendas will be obtained. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Teachers, Special Education Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Inclusion practices for core content areas will allow special needs students the opportunity to receive grade level instruction. Strategy's Expected Result/Impact: Special Education teacher inclusion log and notes. Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: EL students will be identified using state wide LAS Links Battery Assessment Strategy's Expected Result/Impact: Increased student performance on local and state assessments by 10% Staff Responsible for Monitoring: Campus Admin LPAC campus coordinator TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 State Compensatory Education (SCE) - \$700</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June







<p>Strategy 5: Purchase TEKSBank, the online bank of test questions and resources developed and aligned to Texas STAAR Student Expectations. More than 40,000 items aligned with the cognitive and procedural rigor of the TEKS and STAAR. TEKSbank includes items for grades 3-11. TEKSbank also includes ALL of the STAAR released test items, ALL STAAR released tests, Spanish items for grades 3-5 and resource arrays aligned to the TEKS.</p> <p>Written to the 4 core subjects Grades 3-11 Over 40,000 questions Search by standard or keyword Authoring tool Item numbers will stay the same Change content within the question Reduce answers choices Change images within the question Organize text into categories Tabs to navigate within the system Change layout, type and resources Able to design a test booklet Simplified sharing of test</p> <p>Strategy's Expected Result/Impact: With TEKS Resource System will be able to access assessment items that correspond with TEKS Resource System units of study</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$347.82</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: Dyslexia teachers will use a variety of screeners to identify students who have reading/spelling difficulties.</p> <p>Strategy's Expected Result/Impact: Increased students performance 5% in local and state assessments.</p> <p>Staff Responsible for Monitoring: Dyslexia teachers Campus Admin</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


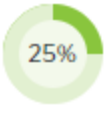


Goal 1: Improve Academic Performance so that all students will achieve at least one year's growth on all grade level learning standards.



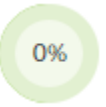
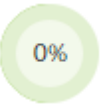




Performance Objective 2: Curriculum alignment vertically and horizontally

<p>Strategy 1: ELAR teachers will implement Guided Reading daily</p> <p>Heinemann materials will be purchased.</p> <p>Strategy's Expected Result/Impact: Walkthroughs which document evidence of Guided Reading implementation, increase in reading levels of all students, documentation logs from each teacher</p> <p>Staff Responsible for Monitoring: PK-3rd ELAR teachers, Special Education Teacher, Campus Administrators</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>Strategy 2: All teachers will participate in team collaboration meetings weekly with campus administration. Vertical alignment of curriculum will be evaluated and discussed.</p> <p>Strategy's Expected Result/Impact: Documentation of meetings, professional dialogue</p> <p>Staff Responsible for Monitoring: Prek-3rd grade teachers, Special Education teacher, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>Strategy 3: Teachers will implement the First 25 Days of Reading and the First 20 Days of Math to establish routines, procedures, and expectations with content.</p> <p>Strategy's Expected Result/Impact: Management of students and classroom routines will be apparent in walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: PK-3rd Teachers, Special Education Teacher, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>Strategy 4: Kinder-3rd grade teachers will utilize Fountas and Pinnell phonics kits, Interactive Read Aloud, Shared Reading, and Reading Minilessons to target foundational reading skills such as phonics, spelling, and word study systems with all students. This will help build a foundation of reading along with aligning our campus both vertically and horizontally.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels, comprehension, and fluency. Evidence obtained from F&P assessments and TPRI.</p> <p>Staff Responsible for Monitoring: K-3 Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$2,808, - 211 Title I Part A Funds - \$2,808.77</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	

<p>Strategy 5: 1st and 2nd grade dual language teachers will utilize Esperanza kits to target phonics, spelling, and word study systems with all dual language students.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels, comprehension, and fluency. Evidence obtained from F&P assessments</p> <p>Staff Responsible for Monitoring: 1st and 2nd grade Dual Language teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: Purchase reading materials, book bags and books for classrooms in need to help support reading development of students.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase on F&P assessments and TPRI (BOY, MOY, EOY)</p> <p>Staff Responsible for Monitoring: Teachers and campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$2,000, - 199 Basic Educational Services - \$1,000, - 199 Early Education Allotment - \$2,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 7: Math in Practice materials will be used by teachers in grades K-3. This will be used to ensure vertical and horizontal instructional resources are aligned and incorporate Number talks and hands-on engagement.</p> <p>Strategy's Expected Result/Impact: Increase performance and vertical alignment</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 8: Guided Math will be used as an intervention resource in grades K-3. Used to incorporate hands-on engagement, organization and structure between grade levels.</p> <p>Strategy's Expected Result/Impact: Increase performance and vertical alignment</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June





<p>Strategy 9: Purchase quick word writing materials for classrooms K-3 to support writing development in English and Spanish. This series is a permanent, portable word wall that contains words students use frequently in their writing. The handbooks include: Four popular word lists Writing lines for students to add their personal writing words A homophone guide and sentences Days, months, and number words Common abbreviations Suffix references</p> <p>Strategy's Expected Result/Impact: Increase writing and reading performance along with supporting the campus vertical alignment</p> <p>Staff Responsible for Monitoring: K-3 Teachers Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$463.88, - 199 Early Education Allotment - \$200</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 10: F&P LLI Kits will be used for interventions to help support reading development of students.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase on F&P assessments and TPRI (BOY, MOY, EOY)</p> <p>Staff Responsible for Monitoring: Teachers, reading interventionist and campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 11: 3rd Grade teachers will use STAAR ready as an intervention tool with students identified as at-risk to help target their needs and build their stamina.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to STAAR rigor materials that will help them grow in both their academics and stamina.</p> <p>Staff Responsible for Monitoring: 3rd Grade teachers, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 12: Purchase Dual Language resources and materials to support development of Math and Reading skills in dual language classroom. Purchase TPT resources to support instructional content to build a foundation of both reading and math</p> <p>Strategy's Expected Result/Impact: Increase performance of dual language students in and vertical alignment from K-3. Students will have access to instructional resources that provide a strong foundation in math and reading.</p> <p>Staff Responsible for Monitoring: Dual Language Teachers Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Bilingual Allotment - \$770, - 199 Early Education Allotment - \$400</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 13: Purchase of Phonics resources, month by month, to provide teachers with instructional resources to build a strong foundation of reading.</p> <p>Strategy's Expected Result/Impact: Students will be provided with phonics rich instruction during ELA</p> <p>Staff Responsible for Monitoring: K-3 teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - 211-11-6399-10-101-0-30-0-00 - \$190</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 14: Kinder-3rd grade teachers will utilize TEKSas Target Practice spiral review program to cover all of the newest math TEKS in an easy-to-implement 10-day cycle for 36 weeks.</p> <p>Strategy's Expected Result/Impact: Increase student performance with the use of problem solving skills</p> <p>Staff Responsible for Monitoring: K-3 teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 15: Pre-kindergarten teachers will use the Pre-K Outcomes framework to support early childhood educators in their effort to provide high-quality instruction and learning for their young students. Utilizing the Texas Prekindergarten Guidelines as a foundation, this framework is aligned with the Kindergarten Texas Essential Knowledge and Skills (TEKS). This online platform will help teachers and administrators create planned, purposeful and playful learning experiences and assessments.</p> <p>Strategy's Expected Result/Impact: Alignment of PK guidelines to TEKS which will allow for students to be academically prepared when entering Kindergarten.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, IS</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$150</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 16: Purchase Heggerty phonemic awareness curriculum. It contains 35 weeks of daily phonemic awareness lessons to give PK, K, 1st and 2nd grade students the tools to succeed.</p> <p>Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$2,136.91</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 17: PB&J ELAR PD virtual PD will be attended to unpack all the possible teaching points contained within one book title. 17 book titles will be unpacked to look for all the reading, writing and language standards hidden within the picture books.</p> <p>Strategy's Expected Result/Impact: Turn picture books into a phenomenal reading and writing mini-lesson.</p> <p>Staff Responsible for Monitoring: Teachers, IS, Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$200</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 18: Purchase the Click-On TEKS interactive PDFs that allows teachers to easily navigate the TEKS. Click on a student expectation in the PDF's table of contents and instantly be directed to its explanation, simple activities and practical teaching examples.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to a TEKS interactive guide that can provide instant detailed explanations of student expectations with teaching examples.</p> <p>Staff Responsible for Monitoring: Math teachers K-3</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - 199-11-6399-12-101-1-36-0-00 - \$270</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve Academic Performance so that all students will achieve at least one year's growth on all grade level learning standards.

Performance Objective 3: Provide classroom resources to ensure teachers and staff have needed materials for instructional purposes.

<p>Strategy 1: Purchase copy paper and card stock for instructional resources to be printed on for teacher and student use. Strategy's Expected Result/Impact: Instructional materials will be prepped and increase learning time for students. Staff Responsible for Monitoring: Classroom teachers Funding Sources: - 199 Basic Educational Services - \$3,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Art materials will be purchased for student use in Art class. The students will create and learn about art foundations: observation and perception, creative expression/performance, historical and cultural relevance. Math and reading content will also be incorporated into art instructional lessons. Strategy's Expected Result/Impact: Students will be exposed to art foundations: observation and perception, creative expression, historical and cultural relevance. Staff Responsible for Monitoring: Art teacher Title I Schoolwide Elements: 2.4 Funding Sources: - 199 Early Education Allotment</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: We will provide classroom resources to ensure teachers and staff have needed materials for instructional purposes. These classroom resources will be used to help build a foundation of reading and math skills. Strategy's Expected Result/Impact: Teachers have needed materials for instructional purposes Staff Responsible for Monitoring: Classroom teachers Campus Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - 199 SpEd Allotment - \$500, - 199 Basic Educational Services - \$1,000, - 199 Early Education Allotment - \$10,000, - 211 Title I 1003 School Improvement Grant - \$2,000, Dual Language Classroom Resources - 199 Bilingual Allotment - \$550, - 199 Dyslexic Allotment - \$257.46</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Purchase TEKS aligned STAAR materials for TEKS Target Practice - Reading and Math. Strategy's Expected Result/Impact: Students will be exposed and practice with STAAR and TEKS aligned materials. Scores should Staff Responsible for Monitoring: Administration and 3rd Grade team. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 Early Education Allotment - \$550</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 5: Purchase Spanish Guided reading and big books for dual language classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will have needed resources to target students individual reading levels in guided reading groups.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, reading interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - 211-11-6329-00-101-0-30-0-00 - \$6,800, - 199 Early Education Allotment - \$2,700</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 6: Purchase classroom resources to use with Dyslexia students: magnetic letters, whisper phones, dry erase boards, and other resources as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will have needed resources to target students individual reading levels in guided reading groups.</p> <p>Staff Responsible for Monitoring: Dyslexia Teachers Campus Admin.</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 7: The Math Doodle - 3rd Grade Math full year bundle of math activities Bundles: 15 Foldable: 78 Task card sets: 14 Guided practice pages: 189 Vocabulary sheets: 28 PowerPoints: 15 Folding movies: 61 Weekly warm ups: 14</p> <p>Strategy's Expected Result/Impact: Students and teachers will have access to TEKS aligned math resources that will build their content knowledge, vocabulary and provide spiral review material.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 8: Purchase Stemscope math bundled resource kits to provide teachers and students with the hands-on kits to afford students the opportunity to touch shapes, physically manipulate clocks to understand elapsed time, practice new skills through games and dialog, and get help at the level they need it through powerful differentiation.</p> <p>Strategy's Expected Result/Impact: The kits are designed to help students learn math beyond rote memorization and equation use. Instead, thinking like mathematicians, students discover the processes and meaning behind it all.</p> <p>Staff Responsible for Monitoring: Teachers, IS</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$3,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														

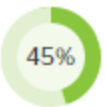


Strategy 9: Purchase Benchmark Assessment System student folders so students/teachers can track student progress through F&P

Strategy's Expected Result/Impact: Students and teachers will know and keep track of their progress through the F&P levels throughout the campus.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist


TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

Funding Sources: - 211 Title I Part A Funds - \$330

Reviews			
Formative			Summative
Nov	Jan	Mar	June
			

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Improve the use of quality data, to 100%, to drive instruction in all content areas and improve student learning.





Performance Objective 1: Data disaggregation/training

<p>Strategy 1: Students will receive small group reading and math instruction according to data for additional support. Strategy's Expected Result/Impact: Growth in TPRI, Education Galaxy, and Fountas and Pinnell assessments Staff Responsible for Monitoring: PK-3 teachers, Special Ed teacher, Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Analyze previous year's assessments to identify trends and address changes in vertical instruction. Strategy's Expected Result/Impact: Student growth in all areas and on individual skills Staff Responsible for Monitoring: Teachers, Campus Administration Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase supplies and organizational materials for administration, counselor, office, and team collaboration room. Strategy's Expected Result/Impact: Organized and efficient Staff Responsible for Monitoring: Teachers, Campus Administration Funding Sources: - 199 Early Education Allotment - \$4,000, - 199 Basic Educational Services - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Fountas and Pinnell benchmark assessment system 1 and 2, 3rd edition will be used to assess students reading level at the BOY, MOY, and EOY. Strategy's Expected Result/Impact: Teachers will be able to evaluate students reading levels to help guided reading instruction and interventions based on S. individual need. Staff Responsible for Monitoring: Classroom Teachers and administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve the use of quality data, to 100%, to drive instruction in all content areas and improve student learning.





Performance Objective 2: Data-driven decisions

<p>Strategy 1: Reading Benchmark Test: March 2021</p> <p>3rd grade Interim Reading STAAR Dec. 2020</p> <p>3rd grade Reading STAAR Test: May 2021</p> <p>Strategy's Expected Result/Impact: Increase over previous year in the percentage of students in approaches, meets, and masters expectations on assessments.</p> <p>Staff Responsible for Monitoring: Teachers, special education teacher, dyslexia teacher, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Math Benchmark Test: March 2021</p> <p>3rd grade Interim Math STAAR Nov. 2020 and Feb 2021</p> <p>3rd grade Math STAAR Test: May 2021</p> <p>Strategy's Expected Result/Impact: Increase over previous year in the percentage of students in approaches, meets, and masters expectations on assessments.</p> <p>Staff Responsible for Monitoring: Teachers, special education teacher, dyslexia teacher, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Data driven team collaboration, including special education teacher</p> <p>Strategy's Expected Result/Impact: Increase of students performing on grade level by the end of the year.</p> <p>Staff Responsible for Monitoring: PK-3 teachers, Special Education teacher, Campus Administration, Directors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will make appropriate assessment decisions, using effective accommodations and the proper instructional setting for each Special Education Student.</p> <p>Strategy's Expected Result/Impact: Increase on Special education students success in classroom and on assessments</p> <p>Staff Responsible for Monitoring: Special Ed. teacher, Campus Administrators, ARD committee members, Director of Special Programs, Directors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Teachers will monitor struggling students. The RTI process and Section 504 committees will assist teachers by providing support and accommodations to help ensure student success.</p> <p>Strategy's Expected Result/Impact: Increase in the number of RTI and 504 students success in the classroom and on assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Intervention teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Student data will be tracked based on performance at BOY, MOY, and EOY. Lead4Ward subscription through Eduphoria will be used to dis-aggregated data.</p> <p>Strategy's Expected Result/Impact: Student data analysis submitted by each teacher</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I Part A Funds - \$360</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Tango software: TPRI/Tejas Lee K-3 and CIRCLE PK benchmark data will be used in PK-3rd grade. Used as a progress monitoring data resource for student performance including special education and special program students.</p> <p>Strategy's Expected Result/Impact: Student data will increase from BOY to MOY to EOY assessment dates.</p> <p>Staff Responsible for Monitoring: Teachers and Campus administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - 211-11-6397-11-101-1-30-0-21 - \$200, - 211 Title I Part A Funds - 211-23-6397-11-101-1-30-000 - \$1,138, - 199 SpEd Allotment - 199-11-6397-00-101-1-23-0-00 - \$1,330</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Use "The next step in guided reading, the guided reading teacher companion and the next step in phonics resources for ELAR teachers K-3.</p> <p>Strategy's Expected Result/Impact: Teachers will have resources needed to ensure that guided reading and phonics implementation is done with fidelity K-3</p> <p>Staff Responsible for Monitoring: Classroom teachers and administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Utilize PEIMS On Data Suite to disaggregate data.</p> <p>Strategy's Expected Result/Impact: Increased performance of teachers and students on test by 5%.</p> <p>Staff Responsible for Monitoring: Executive Director Director of Student Services Campus Principal</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$920</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Improve the use of quality data, to 100%, to drive instruction in all content areas and improve student learning.

Performance Objective 3: On-going communication

<p>Strategy 1: Teachers will target specific instructional goals according to assessments. Results will be disaggregated by classrooms and by special populations-special education, Dyslexic, migrant, GT, at-risk, and bilingual.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students meeting expectations on assessments, student growth from BOY to EOY</p> <p>Staff Responsible for Monitoring: PK-3 teachers, Special Ed teachers, Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: OnData Suite will be utilized when looking at STAAR performance data for all students and student sub-population.</p> <p>Strategy's Expected Result/Impact: Data disaggregated at the beginning of school year from standardized test.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Special Education teachers</p> <p>Funding Sources: - 199 Basic Educational Services - 199-11-6397-00-101-8-30000 - \$825</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase leadership effectiveness to ensure all instructional decisions will increase student growth.





Performance Objective 1: On-going job embedded professional development

<p>Strategy 1: Instructional Strategies Focus: TEKS/STAAR correlations, Literacy centers, guided/shared reading, vocabulary, Seesaw/technology integration, Gifted and Talented training for teachers, interventions to target all students needs, Tier II and III interventions with teachers, Special Education, active student engagement, differentiated instructions, and classroom management.</p> <p>Strategy's Expected Result/Impact: Teacher observation and walkthroughs will show evidence of implementation.</p> <p>Staff Responsible for Monitoring: PK-3 teachers, Special Education teachers, Dyslexia teacher, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$1,106.25</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Kindergarten Dual Language Teacher will attend the Estrellita at Region 20</p> <p>Strategy's Expected Result/Impact: Teacher observation and planning will show evidence of implementation of best practices strategies garnered in the professional development sessions.</p> <p>Staff Responsible for Monitoring: Kindergarten teacher, Dual Language lead teacher, Campus Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Literacy Consultants will provide professional development and model lessons for teachers that focus on balanced literacy, phonics and ELA lesson components to increase our student performance.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and reading assessment scores will show a continuous improvement and gains from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: GT consultant will provide Gifted and Talented training each year to keep teachers in compliance with their required hours.</p> <p>Strategy's Expected Result/Impact: Teachers will be in compliance</p> <p>Staff Responsible for Monitoring: Campus Principal Dir of Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$40</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Principal, Vice Principal and DCSI will participate in professional development opportunities throughout the year to help develop leadership skills and knowledge. Professional development: Continuous Improvement, Understanding Accountability, TEPSA, Mid-Winter conference, F&P Institute, Early Lit Con, Solution Tree PD.</p> <p>Strategy's Expected Result/Impact: Campus growth in multiple data sources and climate surveys</p> <p>Staff Responsible for Monitoring: Principal DCSI Vice Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$2,500, - 211 Title I Part A Funds - \$6,000, - 199 Basic Educational Services - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will attend ESL review in order to target the needs of our ELL students and gain knowledge of instructional strategies for best practice.</p> <p>Strategy's Expected Result/Impact: Teacher ESL certification</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Assistant Principal will participate in professional development opportunities throughout the year to help develop leadership skills and knowledge. Professional Development: LPAC framework, TEPSA</p> <p>Strategy's Expected Result/Impact: Campus growth in multiple data sources and climate surveys</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Math Consultants will provide professional development and model lessons for teachers that focus on TEKS resource components using the IFD to plan, implement, and to increase our student performance. This will include developing number sense, process standards for vocabulary, along with observations and feedback from classroom visits for job-embedded coaching.</p> <p>Strategy's Expected Result/Impact: Walkthrough data and reading assessment scores will show a continuous improvement and gains from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers, DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - 211 13 6219 10 101 9 30 0 00 - \$5,000, - 211 Title I Part A Funds - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 9: ELAR vertical alignment documents will be purchased for all ELAR teachers to help vertically align ELAR across grade levels.</p> <p>Strategy's Expected Result/Impact: Increase instructional strategies to reach students individual and improve student performance.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$625</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Region 20 consultant will provide 2 days of customized content development based on agreed upon professional development requests, 8 days of onsite review/development of artifacts centered around data-driven instruction with Leadership Team to build capacity based on results of ESF.</p> <p>Strategy's Expected Result/Impact: Creation of data processes to make data driven decisions for instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Principal and DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - 211-13-6239-10-101-0-230-0-00 - \$11,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Secretary and AP will attend Region 20 training on scheduling and TxEIS program.</p> <p>Strategy's Expected Result/Impact: TxEIS system will be free of errors</p> <p>Staff Responsible for Monitoring: Administrator, PEIMS Director</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 Basic Educational Services - 199-23-6411-00-101-0-99-0-00 - \$100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 12: Instructional resources will be purchased for campus administration and district coordinator of school improvement (dcsi). Win Time: Fearlessly Transforming Your School</p> <p>Strategy's Expected Result/Impact: Student growth will increase 5%.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$75</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 13: K-2 Teachers will attend a virtual Professional Development session - Champions of Literacy through ESC 20. The session will explore the brain connections between reading, writing, and spelling, and discover why best practice spelling instruction leads to improved reading ability, especially for students who struggle because of conditions like dyslexia. Learn how teachers can transform memorize-and-move-on, one-size-fits-all spelling instruction into instruction that emphasizes student-used strategies, uses practical, effective activities (not worksheets), helps students independently solve their spelling problems, seamlessly incorporates assessment, wires brains for reading, differentiates for various achievement levels, and leads to greater reading and writing success.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target individual student reading based on identified area of need.</p> <p>Staff Responsible for Monitoring: K-2 Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - 199-11-6411-12-101-0-36-0-00 - \$2,275</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 14: Teachers will attend Reading Academies required by TEA to improve the foundations of reading and provide learning and growth of teachers based off the science of reading.</p> <p>All K-3 teachers, including special education teachers, and administrators are required to complete the HB3 Reading Academies by 2023. This includes literacy specialist who see K-3 students in small groups and K-3 departmentalized teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a wealth of knowledge to help with instructional practices for reading.</p> <p>A Comprehensive Coach that will lead up to four personalized, job embedded coaching sessions per participant in their cohort. Additionally, they will rate artifacts and offer online content support through module discussions.</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Curriculum ESC 20 Comprehensive coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - 199-11-6411-12-101-0-36-0-00 - \$36,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 15: Teacher will attend Digital Learning Webinar: Introduction to Seesaw through Connect 20. Seesaw provides audio and video recording tools, and student assignments, all user-friendly for students of all ages.</p> <p>Strategy's Expected Result/Impact: Student driven digital portfolios will be created and this provides a tool for simple parent communication.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administration, CIT</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - 199-11-6411-12-101-0-36-0-00 - \$1,400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 16: All teachers will attend a HelloTechCon Seesaw PD. Teachers will learn strategies for teaching guided reading, guided writing, phonemic awareness and reading response remotely.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to successfully implement instructional strategies for remote learners to be successful</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$2,550</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 17: Teachers will participate in a canvas course, TRS 101. PD will allow teachers to see what the students will see as they complete assignments in Canvas.</p> <p>Strategy's Expected Result/Impact: Teachers will become proficient in Canvas Learning Management System.</p> <p>Staff Responsible for Monitoring: District & Campus Admin</p> <p>Funding Sources: - 211 Title I Part A Funds - \$265</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Increase leadership effectiveness to ensure all instructional decisions will increase student growth.

Performance Objective 2: Provide Operational flexibility

Strategy 1: Technology integrated lessons will occur in each content area with the support of the CIT. Strategy's Expected Result/Impact: Teacher walkthroughs will reflect technology integration Staff Responsible for Monitoring: All teachers, Elementary CIT, Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Mimios, Document cameras, projectors, ipads, computers and supplies will be utilized. Strategy's Expected Result/Impact: Teacher observation will reflect increased use of technology Staff Responsible for Monitoring: All Teachers, Principals, Elementary CIT	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase ink cartridges for office for data and report printing. Strategy's Expected Result/Impact: We will be able to successfully print needed reports and documentation. Staff Responsible for Monitoring: Office staff and administration Funding Sources: - 199 Basic Educational Services - 19923639980101899000 - \$226	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase leadership effectiveness to ensure all instructional decisions will increase student growth.

Performance Objective 3: Implement resource/data utilization

<p>Strategy 1: Teachers of ESL students will be responsible for linguistic, affective, cognitive and cultural effect during instruction through Dual Language immersion program PK-3 or ESL content based.</p> <p>Strategy's Expected Result/Impact: Analysis Tejas Lee, walkthroughs and LPAC meeting notes</p> <p>Staff Responsible for Monitoring: Campus Administration, ESL teachers, Dual Language teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increased learning time for all students to allow additional instructional opportunities to ensure students receive targeted instruction to raise achievement levels and close performance gaps among sub-populations

Performance Objective 1: Utilized Flexible scheduling

<p>Strategy 1: Teachers will target specific instructional goals according to data and benchmark assessments during daily interventions Strategy's Expected Result/Impact: Student growth throughout the year on assessments and benchmarks Staff Responsible for Monitoring: Teachers, Special Ed teacher, Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Small group instruction in Reading and Math will be based on student needs at each instructional assessment Strategy's Expected Result/Impact: Assessments data, benchmark, and teacher evaluations based on student targeted objectives Staff Responsible for Monitoring: Teachers, Special Ed. teacher, Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Participation in the Bilingual and ESL Cooperative through ESC 20. The Bilingual/ESL Cooperative provides technical assistance and professional development trainings in the area of Bilingual/ESL education to member LEAs in accordance with state and federal guidelines. ESC-20 WILL: Provide program assistance for Bilingual/ESL program development through: Planning and development for program effectiveness Technical assistance for Performance-Based Monitoring Technical assistance to assist with improving the performance of English Learners Discounted registration fee(s) to attend the ESC-20 annual Language Conference Discounted fee for Bilingual/ESL program evaluation and folder audits Provide region-wide staff development opportunities for Bilingual/ESL program teachers and administrators to include the following areas: Certification preparation trainings for the following certifications tests. ESL TExES, Bilingual Supplemental, Bilingual Target Language Proficiency Integration of sheltered instruction strategies and best practices for English Language Learners (ELLs) in the core content areas and special programs (i.e. GT, SPED, RTI, CTE) Guidance and support of curriculum implementation of Bilingual and ESL program models Training on various English Language Learners' assessment instruments Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our ESL/Bi-lingual students Staff Responsible for Monitoring: ESL/Bi-Lingual Teachers, Executive Director of Curriculum and Instruction, Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - 199 Bilingual Allotment - \$603.75</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Participation in the GT Cooperative through ESC 20. The Gifted/Talented Services Coop is one of the most efficient and effective ways to help your organization be in compliance with the Texas State Plan for Gifted/Talented Students. Participation in the Coop provides you with meaningful support in your Program Services and opportunities for your staff to take part in meaningful Professional Learning experiences that will support your vision for Service Design.

ESC-20 WILL:

- Provide orientation, in-depth training and consultative support for program personnel in:
- Supporting the implementation of identification procedures.
- Developing an array of opportunities for gifted students.
- Developing differentiated curriculum including a continuum of advanced academic services.
- Developing and supporting Gifted/Talented Performance Standards.
- Involving parents and community with Gifted/Talented and Advanced Academics education programs.
- Provide support in the evaluation of the Gifted/Talented and Advanced Academics education programs.
- Maintain a system of networking among ESC-20 districts for information dissemination and program support.
- Provide training for program personnel to meet the state requirements of professional learning to include:
 - assistance in enhancing components of the State Plan for the Education of Gifted/Talented Students.
 - newly developed 6-hour update sessions each year.
- Gifted/Talented clustering opportunities to maximize in-district days for summer professional development.

Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our GT students

Staff Responsible for Monitoring: GT Teacher/Coordinator, Campus Administration

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction





Funding Sources: - 199 Basic Educational Services - \$1,106.25

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Increased learning time for all students to allow additional instructional opportunities to ensure students receive targeted instruction to raise achievement levels and close performance gaps among sub-populations


Performance Objective 2: Implement instructionally-focused calendar


<p>Strategy 1: Benchmark and progress monitoring assessments will be scheduled in a manner to maximize performance and minimize disruption to instruction.</p> <p>Strategy's Expected Result/Impact: Assessment data will show an increase in the number of students meeting and mastering standard</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use vertical alignment documents to ensure alignment of instruction K-3.</p> <p>Strategy's Expected Result/Impact: Grade levels will be vertically aligned to state standards and teachers will understand the specificity of their tek compared to grade levels above and below them</p> <p>Staff Responsible for Monitoring: ELAR teachers and campus administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 4: Increased learning time for all students to allow additional instructional opportunities to ensure students receive targeted instruction to raise achievement levels and close performance gaps among sub-populations


Performance Objective 3: Utilize staff collaborative planning

<p>Strategy 1: Teachers will participate in PLC meetings weekly with campus administration in team collaboration</p> <p>Strategy's Expected Result/Impact: Teachers will be familiar with all data sources and instructional strategies needed to target the needs of students. Documentation of meetings through sign-in sheets and agendas.</p> <p>Staff Responsible for Monitoring: PK-3 teachers, Special Education teacher, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Increased learning time for all students to allow additional instructional opportunities to ensure students receive targeted instruction to raise achievement levels and close performance gaps among sub-populations

Performance Objective 4: Tutorials

<p>Strategy 1: Tutorials will be provided Monday -Thursday weekly by certified teacher for grades 1, 2, and 3. Strategy's Expected Result/Impact: Increase performance by students pulled for tutorials. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 Title I 1003 School Improvement Grant - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: EL students will utilize Summit K12 which includes ELPS skills practice across all four language domains: reading, writing, speaking, and listening. Strategy's Expected Result/Impact: 10% gain across all language domains on TELPAS Staff Responsible for Monitoring: Dual Language Classroom Teachers, DL Paraprofessional, ESL teachers, Campus Admin, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 State Compensatory Education (SCE) - \$110</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Family and Community engagement by adding activities to build stronger parent-school relationships to create an environment that harbors student growth.





Performance Objective 1: Increased opportunities for input

Strategy 1: Maintain active parent/teacher organization Strategy's Expected Result/Impact: PTO Monthly sign in sheets will show an increase in attendance Staff Responsible for Monitoring: Campus Administration, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create/collect parent-teacher-student compacts for 90% students Strategy's Expected Result/Impact: Parent-Teacher-Student Compact Staff Responsible for Monitoring: Campus Administration, Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Decisions for the campus will be made with input from the Site-Based Decision Making Team. Strategy's Expected Result/Impact: Agenda and sign-in sheet Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A Dual Language parent involvement opportunity will occur at least one time per semester. Strategy's Expected Result/Impact: Agenda and sign-in sheet Staff Responsible for Monitoring: Campus Administration, Director of Curriculum, Dual Language teachers Funding Sources: supplies - 211 Title I Part A Funds - \$600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Texas Reads One Book - program engages families in the reading and writing process and creates a culture of reading. Strategy's Expected Result/Impact: student journals Staff Responsible for Monitoring: Campus Administration, Director of Curriculum, Teachers Title I Schoolwide Elements: 2.5 Funding Sources: - 211 Title I Part A Funds - 211-11-6399-01-101-9-30-00-0 - \$3,700	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Books will be purchased to read at home with parents to produce a culture of literacy. Strategy's Expected Result/Impact: Students will develop love of reading. Staff Responsible for Monitoring: Executive Director of Curriculum Instructional Technology Specialist Funding Sources: - 211 Title I Part A Funds - \$200	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Family and Community engagement by adding activities to build stronger parent-school relationships to create an environment that harbors student growth.

Performance Objective 2: Ensure Effective communication





<p>Strategy 1: Progress reports will be sent home with every student at the end of the third week of each grading period. Strategy's Expected Result/Impact: Parents will receive progress report. Staff Responsible for Monitoring: Principal, Assistant Principal, Principal's Secretary</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: A campus monthly school newsletter will be sent home each month. Strategy's Expected Result/Impact: Increased parent involvement in school activities Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: All 3rd grade parents will be informed of STAAR and student performance through STAAR Talks. Strategy's Expected Result/Impact: Parent communication and signatures on sign in sheet Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Coordinate with the district School Health Advisory Council (SHAC) to review student fitness data Strategy's Expected Result/Impact: SHAC sign-in sheet will show representation from Elementary Staff Responsible for Monitoring: Principal and members of the SHAC committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Maintain a school wide website and Facebook page that will be used to notify parents of various district and campus activities. Strategy's Expected Result/Impact: Increase in the number of likes and views on the school web-page and Facebook page. Staff Responsible for Monitoring: Campus Administration, Elementary CIT</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Parents will be informed of the services provided by Title 1 Part A Strategy's Expected Result/Impact: Sign-in sheet Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Parents will be notified of state assessment results. Strategy's Expected Result/Impact: Letters and reports will be sent in the mail Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 8: Teachers will conduct parent conferences, in October, on all students to report student progress.</p> <p>Strategy's Expected Result/Impact: Sign-In sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Purchase of printer paper, poster-maker paper and supplies, lamination film, envelopes, other office supplies needed to ensure our campus is neat, presentable at all times to ensure effective communication of campus information and display of student work. These supplies will also be used in creation of reading/math materials for students to use in reading/math instructional groups to strengthen the foundation of reading and math skills.</p> <p>Strategy's Expected Result/Impact: Campus hallways/bulletin boards will be maintained and presentable at all times.</p> <p>Staff Responsible for Monitoring: Campus Secretary, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$1,000, - 211 Title I Part A Funds - \$1,700</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Family and Community engagement by adding activities to build stronger parent-school relationships to create an environment that harbors student growth.

Performance Objective 3: Provide Accessible community services

Strategy 1: Counsel students and small groups of students on needs and concerns; use activities to enhance self-esteem/develop positive self-awareness Strategy's Expected Result/Impact: Decrease in student discipline referrals Staff Responsible for Monitoring: Counselor and teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold Meet the Teacher the week before school begins and Open House during Texas Public Schools Week Strategy's Expected Result/Impact: Increase attendance to 80% Staff Responsible for Monitoring: Campus Administration, Parent Liason and Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Reading, Math, Science, and Dual Language parental involvement programs and nights: Family Night, Picnics, Program Informational meetings Strategy's Expected Result/Impact: Increase in the number of parents participating from previous year. Staff Responsible for Monitoring: Campus Administration, Parent Liason and teachers Funding Sources: items/resources for Family nights - 211 Title I Part A Funds - \$500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A Fall Festival will be held Strategy's Expected Result/Impact: Pictures, Facebook/School website post Staff Responsible for Monitoring: All staff Funding Sources: - 211 Title I Part A Funds - \$150	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: When appropriate, the campus will provide transportation for homeless families to attend school meetings. Strategy's Expected Result/Impact: Parent participation in meetings Staff Responsible for Monitoring: Counselor Funding Sources: - 211 Title I Part A Funds - 211-61-6419-00-101-7-30-101 - \$30	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Parental Involvement through Texas Reads One Book program. Strategy's Expected Result/Impact: Classroom discussions that promote comprehension of the reading materials Staff Responsible for Monitoring: Classroom Teachers Funding Sources: reading materials - 211 Title I Part A Funds - \$3,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 7: The raptor visitor badge system will be used to ensure the safety of all staff and students.</p> <p>Strategy's Expected Result/Impact: All parents entering the building will have a visible ID badge that will be worn. The system keeps track of all visitors scanned through the system.</p> <p>Staff Responsible for Monitoring: Front Office staff, Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 Basic Educational Services - \$500, - 211 Title I Part A Funds - \$148.83</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Establish a reading enrichment and community engagement program for Elementary students PK-3.</p> <p>Strategy's Expected Result/Impact: Increase community relationship with the school, staff, and students. Increase literacy opportunities for students.</p> <p>Staff Responsible for Monitoring: Volunteer Community Members, Administration, Parent liaison, classroom teachers</p> <p>Funding Sources: - 211 Title I Part A Funds - 211-61-6499-00-101-8-30-00-00 - \$504.56</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: We will hold an awards ceremony at the end of the year to recognize students for the following categories: Most Improved, Best Effort, Citizenship, "A" Honor roll, perfect attendance, and Principal Awards</p> <p>Strategy's Expected Result/Impact: Student motivation increase</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Renewal of notary license</p> <p>Strategy's Expected Result/Impact: We will have a notary on campus to process needed paperwork.</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Secretary</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - 199-23-6499-00-101-999000 - \$140</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Provide goods and services for families that have been identified as meeting the McKinney Vento guidelines.</p> <p>Strategy's Expected Result/Impact: Students will receive support needed to be successful.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211 Title I Part A Funds - 211-31-6399-00-910-9-30-00 - \$250, - 211 Title I Part A Funds - 211-31-6499-00-910-9-30-0-00 - \$125, - 211 Title I Part A Funds - 206-31-6399-00-910-9-24-0-00 - \$809</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 12: We will hold an assembly for the students and parents on being a bully free campus and enforce good character choices.</p> <p>Strategy's Expected Result/Impact: Motivate and educate students on the importance of being bully-free and making good character choices.</p> <p>Staff Responsible for Monitoring: Counselor, administration, classroom teachers</p> <p>Funding Sources: - 199 Early Education Allotment - \$750</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Family and Community engagement by adding activities to build stronger parent-school relationships to create an environment that harbors student growth.

Performance Objective 4: Increase the student's socio-emotional readiness to succeed academically.

Evaluation Data Sources: Attendance and grades for homeless students

Summative Evaluation: None

<p>Strategy 1: Purchase general supplies, including clothing and other services, for homeless students so that they can attend school.</p> <p>Strategy's Expected Result/Impact: Increase attendance and improve academic performance</p> <p>Staff Responsible for Monitoring: District Homeless Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of academic, career, personal, and social development via TEA's 4 components for a model school counseling program: Guidance curriculum, Responsive services, Individual planning, System support.</p> <p>Strategy's Expected Result/Impact: Elem. Counselor will acquire skills and knowledge needed to service students.</p> <p>Staff Responsible for Monitoring: Campus Conselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I Part A Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: The School Health and Safety Cooperative is designed to provide ongoing professional development and technical assistance for school nurses, health professionals, district law enforcement, school resource officers, and school administrators responsible for school safety. School Health and Safety Cooperative members will be allowed to send an unlimited number of school health and safety personnel to each of the workshops at a free or reduced cost. Technical assistance for the evaluation of school safety plans and for the development and implementation of School Health Advisory Councils is available for cooperative members at a reduced rate.

ESC-20 will provide the following professional development on site:

- School Safety Summit
- Back to School Nurse Workshop
- Stop the Bleed
- Commercial Sexual Exploitation Identification Tool (CSE-IT)
- Alcohol and Drug Abuse Prevention Training
- Student Drug Trends
- Sex Trafficking
- Civilian Response to Active Shooter Events (CRASE) course
- Child Abuse and Neglect
- Internet Safety/Cyberbullying Risk Reduction
- Bullying Prevention
- Threat Assessment
- School Climate Assessment
- Trauma-Informed Care
- Suicide & Self Harm
- Mindfulness
- School Clinic Substitute Training
- CPR, AED, First-Aid
- UDCA and Diabetes Skills Training
- New School Nurse and Health Assistant Orientation

Strategy's Expected Result/Impact: Campus provided with up to date training and resources to ensure student safety and health needs are met

Staff Responsible for Monitoring: Campus/District Nurse, SROs, Director of Student Services, Campus Administration

Funding Sources: - 289 Title IV, Part A - \$375

Reviews			
Formative			Summative
Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue





Goal 6: Improve school climate and increase student attendance to a minimum of 95%.

Performance Objective 1: Increased attendance

<p>Strategy 1: Character Education: educating students on school wide expectations. Students will be corrected appropriately with emphasis on positive reinforcements; good behavior will be praised. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: All campus staff, Principal, counselor, parents, students</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Star Student Awards - Teachers chose 1 student a week that demonstrates kindness, good character trait choices, working hard in all content areas, and perfect attendance for the week. Strategy's Expected Result/Impact: Increased attendance and motivation with campus vision of "Be Kind, Work Hard, and Never Stop Trying" Staff Responsible for Monitoring: Campus Administration, Campus Counselor, and PK-3 teachers ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Improve school climate and increase student attendance to a minimum of 95%.

Performance Objective 2: Decreased discipline referrals

<p>Strategy 1: Host a lunch bunch to help counsel students and small groups of students on needs and concerns; use activities to enhance self-esteem/develop positive self-awareness</p> <p>Strategy's Expected Result/Impact: Decrease in student referrals</p> <p>Staff Responsible for Monitoring: Campus Counselor and teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Character Education: educating students on school wide expectations. Students will be corrected appropriately with emphasis on positive reinforcements; good behavior will be praised.</p> <p>Strategy's Expected Result/Impact: decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: All campus staff, Campus Administration, Counselor, parents, students</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Use of "Principal Hugs", Hotline calls to parents, will be used to create a positive campus culture.</p> <p>Strategy's Expected Result/Impact: Positive behavior by students, increase attendance from positive culture, decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Improve school climate and increase student attendance to a minimum of 95%.

Performance Objective 3: Increased involvement in extra/co-curricular activities

Strategy 1: Ensure that moderate to vigorous physical activity is implemented in physical education classes Strategy's Expected Result/Impact: Coopers FITNESSGRAM assessment in October and April Staff Responsible for Monitoring: PE teaches, paraprofessionals, Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in 2nd and 3rd grade will have an opportunity to participate in UIL academic competition. Strategy's Expected Result/Impact: 10% of the student population will participate in UIL related events Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus will participate in red ribbon week activities. Strategy's Expected Result/Impact: Students will be exposed to the harmful effects that drugs can have on your life and the impact it can have on their college/career path. Staff Responsible for Monitoring: Counselor, Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will participate in Homecoming Activities. Strategy's Expected Result/Impact: Increase in showing school spirit and pride Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students will have the opportunity to participate in the Turkey Trot, Pumpkin Run, and Field Day Strategy's Expected Result/Impact: Increase fitness levels will be shown by the Fitnessgram. Staff Responsible for Monitoring: PE Teachers, Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 6: Improve school climate and increase student attendance to a minimum of 95%.

Performance Objective 4: Increase student pride of campus and classroom

Strategy 1: Purchasing of a class t-shirt for students to wear when off campus for field trips and on special campus days. Strategy's Expected Result/Impact: Students pride in school represented by wearing the class t-shirt Staff Responsible for Monitoring: Teachers and Secretary	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Improve Teacher Quality by facilitating the use of best practices in all classrooms through on-going professional development to increase student growth.

Performance Objective 1: Utilize locally developed appraisal instruments

<p>Strategy 1: Teachers will be evaluated using the T-TESS model. Strategy's Expected Result/Impact: Goal setting conferences and check points, walkthroughs, formal observation Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers who add ESL supplemental exam to teaching certificate will receive \$78.00 reimbursement. Strategy's Expected Result/Impact: ELL strategies to help ELL students succeed. Staff Responsible for Monitoring: Assistant Superintendent Directors of Instruction Campus Administration. Funding Sources: 211-11-6499-00-101-8-30-0-00 - 211 Title I Part A Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase Eduphoria: Analysis/Prem. Eduphoria! works to empower teachers. The integrated apps assist in every aspect of the school day, from lesson planning to monitoring student progress, streamlining administrative duties, and providing a collaborative platform for education professionals. Eduphoria! creates tools that seamlessly precipitate a teacher's success in the classroom. Strategy's Expected Result/Impact: Campuses will have access to Eduphoria for T-Tess goals/appraisals, data on student assessments, and PD portfolios Staff Responsible for Monitoring: Classroom Teachers, Executive Director of C&I, Campus Administration Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 Title I Part A Funds - \$1,960</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				























Goal 7: Improve Teacher Quality by facilitating the use of best practices in all classrooms through on-going professional development to increase student growth.

Performance Objective 2: Provide on-going job embedded professional development for teachers and paraprofessionals

<p>Strategy 1: Professional development through Region 20 to include: FERPA, dyslexia, sexual harassment, mental health, diabetes, child abuse, bullying, etc. Strategy's Expected Result/Impact: Certificates for 100% of staff Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will receive professional development through ELAR/SLAR PD with Region 20 consultant, including model teaching, feedback, team collaboration, and mini PD sessions on best practices in reading, phonics and writing. Strategy's Expected Result/Impact: Student reading data will show gains from BOY, MOY, EOY progress monitoring and benchmark assessments. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: reading/writing strategies books for PD - 211 Title I Part A Funds - \$15,000, - 199 Bilingual Allotment - \$2,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will incorporate strategies from Heinemann resources, such as The Writing Strategies Book, The Reading Strategies Book, and the words their way instructional strategies books. Strategy's Expected Result/Impact: Students will show increase academic improvement upon use of strategies Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 199 Early Education Allotment - \$340</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: ESC will provide training and assistance for professionals serving students with dyslexia. Strategy's Expected Result/Impact: Teacher will become certified in the Dyslexia Reading by Design Intervention program to be able to serve dyslexia population effectively. Staff Responsible for Monitoring: Campus Administration Dyslexia Teacher Title I Schoolwide Elements: 2.6 Funding Sources: - 199 Dyslexic Allotment - \$650</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Teachers will attend professional development to become ESL certified. Strategy's Expected Result/Impact: Strategies to help EL students succeed. Staff Responsible for Monitoring: Director of Instruction Campus Administration Teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 Bilingual Allotment - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 6: Select Teachers will receive EL coaching through ELAR with Region 20 consultant, including coaching, feedback, team collaboration, and mini PD sessions on best practices to teach English Learners students.</p> <p>Strategy's Expected Result/Impact: LEP students will increase one level on TELPAS composite scores.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Director of ELAR</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 199 Bilingual Allotment - 199 11 6299 61 910 9 25 C 00 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: 2 3rd Grade teachers will attend and present at the Phonics PD at Region 20 to help implement and coach other staff members on campus.</p> <p>Strategy's Expected Result/Impact: Campus will grow in teacher coaching abilities to help sustain academic growth in all levels.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I Part A Funds - 211-13-6299-01-101-9-30-0-00 - \$125</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: 3rd Grade Science teachers will attend Science PD sessions at Region 20.</p> <p>Strategy's Expected Result/Impact: The teachers will develop strategies and instructional support for science instruction</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - 199-11-6411-12-101-0-36-0-00 - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Teachers will attend the Math Conference at Region 20 on October 22, 2019.</p> <p>Strategy's Expected Result/Impact: This will help our teacher with implementation of the Mathematics TEKS by analyzing data to enhance instructional practices to meet the needs of students, and provides targeted support to reach campus and district goals.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Dual Language teachers will attend Language Conference: Reclaiming Multi-Lingual Identities</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate and learn about the importance of bilingual education and culture diversity.</p> <p>Staff Responsible for Monitoring: Dual Language Teachers Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 199 Early Education Allotment - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 11: PE Coaches will attend TAPHERD conference in December. In attending this conference, the coaches will acquire ideas and activities to incorporate math and reading content. They will also attend and acquire resources and strategies for behavior management.</p> <p>Strategy's Expected Result/Impact: Actively engaged students during PE and incorporate math and reading into PE instruction.</p> <p>Staff Responsible for Monitoring: Administration PE Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 199 Early Education Allotment - \$500, - 211 Title I 1003 School Improvement Grant - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 12: A staff member will attend unlicensed diabetes training at Region 20 service center.</p> <p>Strategy's Expected Result/Impact: Staff member will be able to provide assistance as needed by the nurse for students identified as diabetic.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Funding Sources: - 199 Basic Educational Services - \$5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 13: 2 PK teachers will attend the Early Childhood Education Micro-credential series as part of the HQ PK requirements.</p> <p>Strategy's Expected Result/Impact: PK teachers will participate in learning that is personalized and self directed, focused on the needs of educators, students, and campus. Teachers will acquire skills and instructional strategies to help improve PK performance.</p> <p>Staff Responsible for Monitoring: Principal and PK Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: PK HQ Requirements - 199 Early Education Allotment - 199-11-6411-12-101-0-36-0-00 - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 14: A paraprofessional will attend the Esperanza training held at Region 20.</p> <p>Strategy's Expected Result/Impact: ESL student interventions will help students attain success</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$250</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 15: Reading Intervention teacher will attend the ELAR Conference at Region 20 .</p> <p>Strategy's Expected Result/Impact: This will help our teacher with implementation of the ELARTEKS by analyzing data to enhance instructional practices to meet the needs of students, and provides targeted support to reach campus and district goals.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Funding Sources: - 199 Early Education Allotment - \$150</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 16: Dyslexia teacher will attend Annual State Dyslexia Summer Institute Virtual Conference.</p> <p>Strategy's Expected Result/Impact: Teacher will acquire latest information regarding dyslexia research, student evaluations, and assessment.</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Principal Dyslexia teacher</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$75</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 17: Math Teachers will attend Virtual Conference that Counts!</p> <p>Strategy's Expected Result/Impact: This will help our teacher with implementation of the Mathematics TEKS by analyzing data to enhance instructional practices to meet the needs of students, and provides targeted support to reach campus and district goals</p> <p>Staff Responsible for Monitoring: Campus Admin Math Teachers</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,050</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 18: Select teachers will attend PLTW professional development that develop STEM based skills in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will work on problem solving and critical thinking skills.</p> <p>Staff Responsible for Monitoring: Principal Instructional Technologist Teachers</p> <p>Funding Sources: - 199 Basic Educational Services - \$1,950</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p>Strategy 19: Monthly teacher support in core content areas. Support will include required remote instruction strategies and ongoing support for upcoming units of instruction.</p> <p>Strategy's Expected Result/Impact: 5% gain in all core content assessments.</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$22,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>Strategy 20: Teachers will be trained by Project Lead the Way staff to implement STEM practices into the 3rd grade Science Program and subsequently train additional staff to implement STEM practices across campus.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores</p> <p>Staff Responsible for Monitoring: STEM teachers Campus Admin</p> <p>Funding Sources: - 199 PLTW Grant - \$3,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>																	

Goal 7: Improve Teacher Quality by facilitating the use of best practices in all classrooms through on-going professional development to increase student growth.

Performance Objective 3: Implement recruitment/retention strategies





<p>Strategy 1: Offer Stipends: A stipend is paid for dual language teachers, mentors, grade level leads, UIL event coaches Strategy's Expected Result/Impact: Highly qualified teachers will be employed in the areas of bi-lingual, instructional specialist, UIL Staff Responsible for Monitoring: Assistant Superintendant of Curriculum and Instruction, Principal Funding Sources: - 211 Title I Part A Funds - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Yearly District Theme: Staff participates in a beginning of the year theme "kick off" with team building activities. The theme is maintained throughout the year and shared with students and parents. Strategy's Expected Result/Impact: Retentions of staff and increased student achievement Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 2 Teacher Reduction teachers will be used to reduce the number of students per classroom Strategy's Expected Result/Impact: Classroom enrollment numbers Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Increase technology and related services through support and training for technology integration in classrooms to increase student engagement and achievement.

Performance Objective 1: Effectively and efficiently incorporate technology and related sources into instruction.








<p>Strategy 1: Use instructional technology such as: Education Galaxy, Seesaw, More Starfall, Pebble Go, Flocabulary, Discovery Education, Tumblebooks, Tumble Math, Brain Pop (Eng and Span) and Brain Pop Jr.</p> <p>Strategy's Expected Result/Impact: Program generated reports will show increased student achievement from one six weeks to the next.</p> <p>Staff Responsible for Monitoring: Teachers, Directors or Curriculum, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$10,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June
Reviews													
Formative			Summative										
Nov	Jan	Mar	June										
<p>Strategy 2: Document cameras, computers, laptops, projectors, iPads iPad covers and iPad classroom carts, Chromebook and lockers, and mimeos will be purchased for classrooms.</p> <p>Strategy's Expected Result/Impact: Teacher evaluations will reflect use of technology in their lessons.</p> <p>Staff Responsible for Monitoring: Library Assistant, CIT Elementary, Teachers, Technology staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - 211-11-6398-00-101-9-30-T-00 - \$1,000, - 199 Dyslexic Allotment - \$3,625, - 266 Elementary and Secondary School Emergency Reli - \$35,529, - 199 SpEd Allotment - \$109.90</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June
Reviews													
Formative			Summative										
Nov	Jan	Mar	June										
<p>Strategy 3: Use of stereo headsets with microphones for TELPAS training and testing.</p> <p>Strategy's Expected Result/Impact: Students will effectively understand test material with the use of these headphones.</p> <p>Staff Responsible for Monitoring: Assistant Principal, CTC, and test administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$200</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June
Reviews													
Formative			Summative										
Nov	Jan	Mar	June										
<p>Strategy 4: Purchase headphones with mic for student use in the computer lab and in classrooms. Students will use the headphones when completing instructional lesson/activities through Seesaw, Education Galaxy, and any other educational programs assigned. 1 class set per grade level.</p> <p>Strategy's Expected Result/Impact: Students will be able to use technology in the classroom and computer lab. The headphones with mic will allow students to be orally responsive to instructional material.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 266 Elementary and Secondary School Emergency Reli - \$8,530</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June
Reviews													
Formative			Summative										
Nov	Jan	Mar	June										

Strategy 5: Purchase lamp-replacement bulbs for classroom projectors Strategy's Expected Result/Impact: Teachers will be able to use their projectors to display instructional content. Staff Responsible for Monitoring: Classroom teacher Funding Sources: - 199 Basic Educational Services - \$961.25	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Purchase of 125 Chromebooks Strategy's Expected Result/Impact: Teachers and students will have access to technology in order to effectively access software and site license programs for students. Students will access programs needed to help in areas of need. Staff Responsible for Monitoring: Classroom teachers and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 Title I 1003 School Improvement Grant - \$20,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Improve Library Science Services utilizing Region 20 Educational Resources Cooperative to include: living science materials, & digital resources for schools participating in TexQuest. Strategy's Expected Result/Impact: Improve student usage of campus library by 5%. Library Media Resources: Books Periodicals eBooks Technology Desktops COWS Nooks Early Reading Kits Staff Responsible for Monitoring: Campus Administration, District and Campus Librarian TEA Priorities: Improve low-performing schools Funding Sources: Educational Resources Cooperative Region 20 - 211 Title I Part A Funds - 211-11-6239-00-101-x-30-000 - \$931.52	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Discovery Education allows educators to go beyond traditional learning with award winning digital content. Strategy's Expected Result/Impact: Ignite student interest to learning to improve student learning. Staff Responsible for Monitoring: Campus Administration, Instructional Specialist Funding Sources: Discovery Education ESC 20 - 211 Title I Part A Funds - 211-11-6239-00-101-x-30-000 - \$1,150	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 9: Purchase stylus pens for students to use with chromebooks.</p> <p>Strategy's Expected Result/Impact: Student will be able to access and complete Seesaw assignments and activities on the chromebook.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$26.98</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Routers will be purchased and installed on 10 school buses to allow internet access to students. School buses with routers will be parked in various locations to allow remote learning students to have access to internet in evenings and weekends to have the opportunity to complete school work such as Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement to complete schoolwork.</p> <p>Staff Responsible for Monitoring: Teachers Campus Admin Technology</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,500, - 266 Elementary and Secondary School Emergency Reli - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 8: Increase technology and related services through support and training for technology integration in classrooms to increase student engagement and achievement.

Performance Objective 2: Effectively and efficiently incorporate technology and related sources on campus

<p>Strategy 1: Purchase needed technology in order to meet the needs of the campus. i.e. tape recorders, printers, ipads, chromebooks, MacBooks etc.</p> <p>Strategy's Expected Result/Impact: Incorporation of technology on campus to help staff and students succeed.</p> <p>Staff Responsible for Monitoring: Campus Administration, classroom teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - 199-11-6399-00-101-9-23-0-00 - \$435.15, - 211 Title I 1003 School Improvement Grant - 211-11-6399-10-101-9-30-0-00 - \$3,400, - 211 Title I Part A Funds - \$4,397</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Purchase follett corded barcode scanner for use in the library. This will be used to check books in and out to students.</p> <p>Strategy's Expected Result/Impact: Students will be able to check out books in the library.</p> <p>Staff Responsible for Monitoring: Library Paraprofessional</p> <p>Funding Sources: - 199 Early Education Allotment - 199-12-6399-00-101-0-99-0-00 - \$180.46</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Purchase toner/ink cartridges for library.</p> <p>Strategy's Expected Result/Impact: Reports printed as needed</p> <p>Staff Responsible for Monitoring: Library para</p> <p>Funding Sources: - 199 Basic Educational Services - \$120</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide internet hotspots for students who choose to participate in distance learning</p> <p>Strategy's Expected Result/Impact: Students will have access to internet in order to complete daily assignments</p> <p>Staff Responsible for Monitoring: Technology and Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 266 Elementary and Secondary School Emergency Reli - \$7,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Purchase TLS Laser bar code labels for our Follett system. These will be used to label all technology devices along with items checked out by the library.</p> <p>Strategy's Expected Result/Impact: Correct accountability of all devices, resources and materials checked out from the library</p> <p>Staff Responsible for Monitoring: Library paraprofessional</p> <p>Funding Sources: - 199 Basic Educational Services - 199-12-6399-00-101-1-99-0-00 - \$54</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 9: Increase college and career awareness by providing 100% of students the opportunity to be exposed to various careers.

Performance Objective 1: Increase exposure to college and career readiness

<p>Strategy 1: Students will be exposed to different careers through participating in the District and Campus College and Career Fair.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with a variety of college and career paths available to them.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Students will participate in Kids N Careers pictures to help expose them to career possibilities.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of career options by choosing a profession and dressing up in that uniform.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: PK and Kindergarten students will participate in an Occupation Day in May.</p> <p>Strategy's Expected Result/Impact: Expose students to occupations within the community. Bring in community members to involve them in the school and display their contribution to our community.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Fountas and Pinnell benchmark assessment system 1 and 2, 3rd edition will be used to assess students reading level at the BOY, MOY, and EOY.
7	2	13	2 PK teachers will attend the Early Childhood Education Micro-credential series as part of the HQ PK requirements.

State Compensatory

Personnel for Poteet Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Kiser	Pre-Kindergarten Teacher	50% SCE / 50% Early Education	1
Bonnie Reyes	Reading Interventionist	SCE	1
Deidra Carnes	Dyslexia Teacher	80% SCE / 20% Dyslexia	1
Donna Gieb	Pre-Kindergarten Teacher	50% SCE / 50% Early Education	1
Ellen Elizondo	Math Interventionist	SCE	1
Mary Zavala	Pre-Kindergarten Teacher	50% SCE / 50% Early Education	1
Noma Ramirez	Pre-Kindergarten Teacher	50% SCE / 50% Early Education	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hope Tellez	Instructional Specialist	Title I Part A	0.60
Susan Carr	Instructional Technologist	Title I Part A	0.60

Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$347.82
1	2	6			\$1,000.00
1	3	1			\$3,000.00
1	3	3			\$1,000.00
2	1	3			\$600.00
2	3	2		199-11-6397-00-101-8-30000	\$825.00
3	1	5			\$400.00
3	1	11		199-23-6411-00-101-0-99-0-00	\$100.00
3	2	3		19923639980101899000	\$226.00
4	1	4			\$1,106.25
5	2	9			\$1,000.00
5	3	7			\$500.00
7	2	12			\$5.00
7	2	18			\$1,950.00
8	1	5			\$961.25
8	2	1		199-11-6399-00-101-9-23-0-00	\$435.15
8	2	3			\$120.00
8	2	5		199-12-6399-00-101-1-99-0-00	\$54.00
Sub-Total					\$13,630.47
Budgeted Fund Source Amount					\$13,875.00
+/- Difference					\$244.53
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$2,808.77
1	3	5		211-11-6329-00-101-0-30-0-00	\$6,800.00
1	3	9			\$330.00

211 Title I Part A Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6			\$360.00
2	2	7		211-11-6397-11-101-1-30-0-21	\$200.00
2	2	7		211-23-6397-11-101-1-30-000	\$1,138.00
3	1	5			\$6,000.00
3	1	8			\$5,000.00
3	1	17			\$265.00
5	1	4	supplies		\$600.00
5	1	5		211-11-6399-01-101-9-30-00-0	\$3,700.00
5	1	6			\$200.00
5	2	9			\$1,700.00
5	3	3	items/resources for Family nights		\$500.00
5	3	4			\$150.00
5	3	5		211-61-6419-00-101-7-30-101	\$30.00
5	3	6	reading materials		\$3,000.00
5	3	7			\$148.83
5	3	8		211-61-6499-00-101-8-30-00-00	\$504.56
5	3	11		211-31-6399-00-910-9-30-00	\$250.00
5	3	11		211-31-6499-00-910-9-30-0-00	\$125.00
5	3	11		206-31-6399-00-910-9-24-0-00	\$809.00
5	4	2			\$300.00
7	1	2	211-11-6499-00-101-8-30-0-00		\$0.00
7	1	3			\$1,960.00
7	2	2	reading/writing strategies books for PD		\$15,000.00
7	2	7		211-13-6299-01-101-9-30-0-00	\$125.00
7	2	17			\$1,050.00
7	3	1			\$1,500.00
8	1	1			\$10,000.00
8	1	7	Educational Resources Cooperative Region 20	211-11-6239-00-101-x-30-000	\$931.52
8	1	8	Discovery Education ESC 20	211-11-6239-00-101-x-30-000	\$1,150.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	10			\$1,500.00
8	2	1			\$4,397.00
Sub-Total					\$72,532.68
Budgeted Fund Source Amount					\$153,826.00
+/- Difference					\$81,293.32
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	12			\$770.00
1	3	3	Dual Language Classroom Resources		\$550.00
4	1	3			\$603.75
7	2	2			\$2,200.00
7	2	5			\$400.00
7	2	6		199 11 6299 61 910 9 25 C 00	\$2,000.00
Sub-Total					\$6,523.75
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$5,523.75
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$500.00
2	2	7		199-11-6397-00-101-1-23-0-00	\$1,330.00
8	1	2			\$109.90
Sub-Total					\$1,939.90
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					-\$439.90
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$700.00
2	2	9			\$920.00
3	1	1			\$1,106.25

199 State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	2			\$110.00
5	3	10		199-23-6499-00-101-999000	\$140.00
Sub-Total					\$2,976.25
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$1,976.25

211 Title I 1003 School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$2,000.00
1	2	9			\$463.88
1	2	13		211-11-6399-10-101-0-30-0-00	\$190.00
1	3	3			\$2,000.00
3	1	5			\$2,500.00
3	1	8		211 13 6219 10 101 9 30 0 00	\$5,000.00
3	1	9			\$625.00
3	1	10		211-13-6239-10-101-0-230-0-00	\$11,000.00
3	1	12			\$75.00
4	4	1			\$10,000.00
7	2	11			\$500.00
7	2	19			\$22,000.00
8	1	2		211-11-6398-00-101-9-30-T-00	\$1,000.00
8	1	3			\$200.00
8	1	6			\$20,000.00
8	1	9			\$26.98
8	2	1		211-11-6399-10-101-9-30-0-00	\$3,400.00
Sub-Total					\$80,980.86
Budgeted Fund Source Amount					\$60,000.00
+/- Difference					-\$20,980.86

255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$5,600.00
263 Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$458.00
+/- Difference					\$458.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	3			\$375.00
Sub-Total					\$375.00
Budgeted Fund Source Amount					\$375.00
+/- Difference					\$0.00
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,132.00
+/- Difference					\$41,132.00
199 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$2,808.00
1	2	6			\$2,000.00
1	2	9			\$200.00
1	2	12			\$400.00
1	2	15			\$150.00

199 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	16			\$2,136.91
1	2	17			\$200.00
1	2	18		199-11-6399-12-101-1-36-0-00	\$270.00
1	3	2			\$0.00
1	3	3			\$10,000.00
1	3	4			\$550.00
1	3	5			\$2,700.00
1	3	8			\$3,000.00
2	1	3			\$4,000.00
3	1	4			\$40.00
3	1	13		199-11-6411-12-101-0-36-0-00	\$2,275.00
3	1	14		199-11-6411-12-101-0-36-0-00	\$36,000.00
3	1	15		199-11-6411-12-101-0-36-0-00	\$1,400.00
3	1	16			\$2,550.00
5	3	12			\$750.00
7	2	3			\$340.00
7	2	8		199-11-6411-12-101-0-36-0-00	\$400.00
7	2	9			\$1,200.00
7	2	10			\$300.00
7	2	11			\$500.00
7	2	13	PK HQ Requirements	199-11-6411-12-101-0-36-0-00	\$600.00
7	2	15			\$150.00
8	2	2		199-12-6399-00-101-0-99-0-00	\$180.46
Sub-Total					\$75,100.37
Budgeted Fund Source Amount					\$98,021.00
+/- Difference					\$22,920.63
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$1,000.00

199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$257.46
1	3	6			\$500.00
7	2	4			\$650.00
7	2	14			\$250.00
7	2	16			\$75.00
8	1	2			\$3,625.00
Sub-Total					\$6,357.46
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$642.54
266 Elementary and Secondary School Emergency Reli					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2			\$35,529.00
8	1	4			\$8,530.00
8	1	10			\$3,000.00
8	2	4			\$7,200.00
Sub-Total					\$54,259.00
Budgeted Fund Source Amount					\$42,686.00
+/- Difference					-\$11,573.00
199 PLTW Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	20			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$317,675.74

Addendums