

# Poteet Independent School District

## Poteet Intermediate School

### Campus Improvement Plan

2020-2021



# Mission Statement

Poteet ISD, a professional learning community, is committed to providing educational opportunities for each student to use to develop their unique abilities needed to be successful contributors to society.

In support of that mission, The Poteet Intermediate Campus is committed to providing a quality learning environment in which all students will learn in order to help them become positive, contributing members of society.

## Vision

Poteet ISD will be a progressive district of global thinkers and leaders.

The Vision for Poteet Intermediate is:

Believe, Achieve, Succeed!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Poteet Intermediate serviced approximately 262 students. The demographics of the campus are as follows:

At-Risk: 56%

Hispanic: 88%

White: 11%

African American: >1%

Pacific Islander: >1%

Two or More Races: >1%

LEP: 11%

Gifted and Talented: 5%

Special Education: 8%

Economically Disadvantaged: 76%

The staff at Poteet Intermediate consisted of professionals and paraprofessionals. The teachers on staff had an average of 13 years of experience. All teachers were certified by the state and are considered highly qualified.

### Demographics Strengths

\*Teacher student ratio

\*High parent communication regarding attendance and discipline

\*Inclusion support, dyslexia and GT services for students

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Poteet Intermediate demographics show that 56% of our students are coded at-risk. **Root Cause:** Most students are coded at-risk due to failing one or more of their STAAR assessments, due to lack of resources that promote high rigor and/or the use of best instructional practices.

# Student Achievement

## Student Achievement Summary

Due to the Covid 19 Pandemic, 2020 STAAR Assessments were cancelled.

2019 Released STAAR assessments were provided in the following:

4th grade Writing (Jan.): 44% approaches, 11% meets, 2% masters

5th grade Reading (Feb.): 63% approaches, 29% meets, 10% masters

5th grade Math (Feb.): 74% approaches, 36% meets, 21% masters

Interim Assessments were provided in the following:

4th grade Math (Dec.): 68% approaches, 27% meets, 10% masters

4th grade Reading (Jan.): 65% approaches, 39% meets, 21% masters

5th grade Math (Dec.): 59% approaches, 23% meets, 8% masters

5th grade Reading (Jan.): 57% approaches, 30% meets, 12% masters

5th grade Science (Jan.): 30% approaches, 10% meets, 3% masters

## TELPAS results

## Student Achievement Strengths

\*Vertical alignment across grade level content and campus wide utilizing the TEKS Resource System

\*Education Galaxy, Flocabulary, StemScopes, Study Island, Reading Plus

\*Fountas & Pinnelle Reading Materials

\*After-school tutorials

\*Small Group Instruction in all content areas

\*Teachers are supportive and have high expectations for all learners

\*RtI process in place to monitor students

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** Teachers need additional training in differentiated instruction and the appropriate resources for this student group.

**Problem Statement 2:** Students are not reading/comprehending on grade level, which affects all content areas, in the assessment levels of approaches, meets and masters. **Root Cause:** Teachers need assistance (training, materials, and supplies) in delivering effective instruction to meet student needs.

**Problem Statement 3:** TELPAS score reveal that EL students are not progressing in all areas in a timely manner.

**Problem Statement 4:** Planning, Instruction, and learning time for teachers through PLCs. **Root Cause:** Instructional decisions focused on data talks and disaggregation.

# School Culture and Climate

## School Culture and Climate Summary

Poteet Intermediate is a safe and positive learning environment for students. Along with high standards for instruction, teachers work on building social character in students. We are committed to maintain a welcoming and positive environment that all stakeholders are comfortable in. Decisions are based on what is best for our students.

## School Culture and Climate Strengths

- \*School wide system of rules and procedures designed to maintain a safe, positive learning environment
- \*Grade level leaders represent teachers during leadership meetings & coordinate events for their teams
- \*Staff retention rates remain high for the campus each year
- \*Classroom counselor rotations (3x's per month) address bully prevention, character, acceptance and additional relevant topics

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Additional resources are needed for counselor to address topics (bully prevention, character, acceptance, etc.). **Root Cause:** Resources and networking with other professionals are not always utilized to provide more support to students.



# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Poteet Intermediate employs a high quality staff. All teachers have the opportunity to attend a variety of professional development. These on-going opportunities are based upon the needs identified in the campus improvement plan and current student needs.

## **Staff Quality, Recruitment, and Retention Strengths**

\*Collaboration amongst staff

\*Weekly opportunities to collaborate and plan as content/grade level teams, including an instructional specialist

\*All staff - GT certification

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment focus is guided by the TEKS resource system scope and sequence and the data of campus based assessments. Common assessments are developed to assess student knowledge of skills, at various depths of questioning. Student progress is also monitored through the RTI program. Struggling students are discussed and plans are developed/monitored using current data. Adjustments are made, when necessary, to promote best learning practices and student success.

## Curriculum, Instruction, and Assessment Strengths

\*F&P

\*STAAR - released and interim assessments

\*Lead4ward docs

\*TEKS Resouce System

\*Computer-based programs: Education Galaxy, Reading Plus, Stemsscopes, Study Island, Flocabulary

\*Instructional specialist support

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Students continue to struggle with rigorous content in all areas. **Root Cause:** Depth of knowledge and critical thinking skills need to be addressed in planning and throughout all content lessons on a daily basis.

**Problem Statement 2:** Students not frequently engaged in extra activities for well rounded education. **Root Cause:** Students do not always have access to extracurricular activities or types of enrichment outside of the 4 core content areas.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Poteet Intermediate is very supportive of family and community engagement. By offering numerous events and activities throughout the school year, we highly encourage our community to be involved with our school and students.

## Parent and Community Engagement Strengths

\*Many options for engagement in and out of school hours

- Science Fair
- Texas Reads One Book
- Field Days
- Content specific Family Nights
- Dual Language Family Events

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and family engagement participation not consistent throughout the school year. **Root Cause:** Lack of communication, transportation and other family obligations cause inconsistencies with engagement.

# School Context and Organization

## School Context and Organization Summary

The Poteet Intermediate staff is committed to all students reaching his/her highest level of success. Daily schedules allow teachers the opportunity to collaborate to better meet student needs. Faculty and staff members have the opportunity to serve on a variety of committees to provide input and establish/maintain school improvement.

## School Context and Organization Strengths

- \*High expectations are common and additional support is given through interventions and enrichment
- \*Dual language program to support english learners
- \*Interventions & small group instruction in all classrooms
- \*Free breakfast in the classroom to all students, free lunch to all students
- \*Leadership meetings twice per month
- \*Staff planning days provided once per six weeks
- \*UIL events for students

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** RtI for students can sometimes be too broad and students can get overlooked with progress and lack there of. **Root Cause:** RtI checkpoints are not held as frequent for students.

**Problem Statement 2:** Support services not always utilized or available to staff to make the best instructional decisions for students. **Root Cause:** Professionals continue to need support from ESC XX to make the best educational decisions for students.

# Technology

## Technology Summary

Campus staff works collaboratively with the instructional technologist to gain further knowledge and skills with technology integration. Classrooms have access to chromebooks, ipads, laptops and document cameras.

## Technology Strengths

- \*Instructional specialist for technology readily available to teachers
- \*Chromebooks, I-Pads, laptops
- \*Document cameras in all classrooms
- \*Computer labs

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** All students not consistently familiar with different technology related programs to support learning (ex: google classroom, seesaw, etc.) **Root Cause:** All teachers are not fluent in programs and/or use on a consistent basis.

**Problem Statement 2:** Students and teachers do not have the technology needed for continued student growth. **Root Cause:** Lack of technology devices and related programs

**Problem Statement 3:** PIC lacks the digital resources necessary to support teaching and learning to promote student achievement. **Root Cause:** Lack of technology

**Problem Statement 4:** Equipment and Accessories for Special Education classrooms has not been updated. **Root Cause:** Lack of technology that is updated.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

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





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



# 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><b>Strategy 1:</b> Student data will be tracked based on performance at each unit assessment and benchmark.  <b>Strategy's Expected Result/Impact:</b> Assessment data used to provide interventions and enrichment  <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> TEKS bank test generator - 199 Basic Educational Services - \$347.82</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Results of data analysis will be shared at team collaborations to ensure monitoring and progress checks for all students.  <b>Strategy's Expected Result/Impact:</b> STAAR Scores in all areas will increase by a minimum of 5%  <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Content area planning will occur in weekly team collaboration meetings.  <b>Strategy's Expected Result/Impact:</b> Sign In sheets and agendas, increase in assessment data due to common planning  <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Dyslexia screening, progress monitoring and evaluating will occur with students in need of assistance. Supplies will be purchased to meet the needs of Dyslexia students.  <b>Strategy's Expected Result/Impact:</b> Monitoring and accommodation will improve student learning.  <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> - 199 Dyslexic Allotment - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 (horizontal and vertical)








<p><b>Strategy 1:</b> Students will use a Balanced Literacy model: word study, shared reading, independent reading, and writing</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase in STAAR Reading scores over previous year.</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th grade Reading Teachers, Special Education Teacher, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will utilize Fountas &amp; Pinnell Effective Literacy practices as a comprehensive, systematic design for high-impact literacy instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading and comprehension levels will show growth from BOY, MOY, and EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> ELAR classrooms will utilize Lucy Calkins Units of Study to provide structures to support students reading and writing growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading and comprehension levels will increase on assessments/inventories</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th grade ELAR teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers will incorporate the writing process through various resources, including Writing Academy lessons and Gretchen Burnabei activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Observation of student produced writing products</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th grade ELAR teachers, Special Education teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> TEKS Resource System will be utilized for core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Scope and Sequence will provide consistency and appropriate pacing of required TEKS</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 6:</b> Classroom resources will be provided for instructional use of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional resources in classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, campus admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> calculators - 199 SpEd Allotment - \$90</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Students will participate in The Sparklers Club art program through their specials rotation.</p> <p><b>Strategy's Expected Result/Impact:</b> Student creativity in art projects</p> <p><b>Staff Responsible for Monitoring:</b> Art Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Yearly Membership Resources - 199 Basic Educational Services - \$336</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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:** On-going Monitoring of Instruction

<p><b>Strategy 1:</b> Students will read, or listen to reading, at least 30 minutes daily in the classroom.                      *Tumblebooks  <b>Strategy's Expected Result/Impact:</b> Easy access to books for all students. Increase in 5% gain in Reading.  <b>Staff Responsible for Monitoring:</b> All Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> access to Tumblebooks library - 211 Title I Part A Funds - \$540</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students will work with Reading Plus software to target specific instructional goals based on individual student needs.  <b>Strategy's Expected Result/Impact:</b> Reading Plus/Education Galaxy reports will show growth throughout the year, students will show at least one year's reading growth  <b>Staff Responsible for Monitoring:</b> 4th and 5th grade ELAR teachers, Special Education teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> program - 211 Title I Part A Funds - \$8,300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students' Science skills will be diagnosed and analyzed using:                      *Study Island                      *StemScopes                      *Flocabulary  <b>Strategy's Expected Result/Impact:</b> Students will show increasing success on unit and benchmark assessments  <b>Staff Responsible for Monitoring:</b> 4th and 5th grade Science Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> software license for Study Island &amp; Stemscores - 211 Title I Part A Funds - \$2,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Students who are below grade level in core content subjects will receive interventions and/or after school tutorials to focus on areas of need.  <b>Strategy's Expected Result/Impact:</b> Student knowledge and assessment performance in core content subject areas will show increased growth.  <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Students will work with Education Galaxy software to target specific instructional goals based on individual student needs in all tested content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of software generated data will show student growth in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> software renewal - 211 Title I Part A Funds - \$1,680</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Teachers will utilize supplemental materials to differentiate instruction for students.</p> <p>*Measure Up *Mentoring Minds Scholastic Conventions and Craft</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student assessment data from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> The campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus improvement in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Exec. Directors, Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> CNA-CIP SOFTWARE - 211 Title I Part A Funds - 211-23-6397-02-102-X-30-T-00 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> The campus will utilize software to collect, organize, and validate all Federal Programs documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet district, state, and ESSA requirements</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Director of Federal Programs</p> <p><b>Funding Sources:</b> TITLE I CRATE COMPLIANCE - 211 Title I Part A Funds - 211-23-6397-01-102-X-30-T-00 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> EL students will utilize SummitK12 program to practice Listening Speaking components of TELPAS</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Teachers Campus Admin</p> <p><b>Staff Responsible for Monitoring:</b> 10% gain in both Listening and Speaking on TELPAS</p> <p><b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 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:** Utilize Data Disaggregation / Training


<p><b>Strategy 1:</b> Small group instruction will be used for additional support in order to meet minimum expectations on state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting minimum expectations on STAAR testing</p> <p><b>Staff Responsible for Monitoring:</b> 4th and 5th grade Reading Teachers, Special Education Teacher, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Data will be utilized from Poteet Elementary to make better instructional decisions for current fourth grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized Instruction resulting in increased STAAR scores in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Campus administration and teachers will have access to Lead4Ward resources for improving student learning and data disaggregation tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of utilizing student data and best practices in education</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> subscription - 211 Title I Part A Funds - \$360</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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:** Make Data Driven Decisions

<p><b>Strategy 1:</b> Campus and State Assessments: -benchmarks March/April 2021 -STAAR Testing spring 2021 <b>Strategy's Expected Result/Impact:</b> 5% increase over previous year in the percentage of students meeting expectations on all assessments <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Data driven team planning will include special programs <b>Strategy's Expected Result/Impact:</b> Increase over previous year in the percentage of students meeting expectations on assessments, students will show one year's growth in all areas <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Teachers will make the appropriate assessment decisions, using effective accommodations and the proper instructional setting, for each Special Education student. <b>Strategy's Expected Result/Impact:</b> Increase the number of Special Education students experiencing success in the classroom and on STAAR testing. <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in the number of RtI and 504 students experiencing success in the classroom and on STAAR testing. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> English Language Learners will participate in TELPAS assessments in four language domains - listening, reading, speaking, and writing. <b>Strategy's Expected Result/Impact:</b> Increase the number of students scoring Advanced and Advanced High in ratings <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 6:</b> Utilize On Data Suite to disaggregate data <b>Strategy's Expected Result/Impact:</b> Increased performance of teachers and students by 5% <b>Staff Responsible for Monitoring:</b> Executive Directors Director of Student Services, Campus Principals <b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$925	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 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:** Implement On-going Communication

<p><b>Strategy 1:</b> Results of assessment data will be shared at team collaboration and/or at faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% increase over previous year in the percentage of students meeting expectations on the STAAR test, one year student growth</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Increase Leadership Effectiveness to ensure all instructional decisions will increase student growth.

**Performance Objective 1:** Provide On-going Job Embedded Professional Development for School Leadership

<p><b>Strategy 1:</b> Professional Development focused on the following Instructional Strategies:</p> <ul style="list-style-type: none"> <li>- Literacy Centers</li> <li>Best Practices in ELAR</li> <li>- Guided/Shared Reading, vocabulary, fluency probes</li> <li>-Writing Strategies</li> <li>-Science labs</li> <li>-Tier II and III interventions</li> <li>-Technology integration</li> <li>-Differentiated instruction</li> <li>-Active student engagement</li> <li>-ESL</li> <li>-Dual Language</li> <li>-Classroom management</li> <li>-Gifted and Talented Instruction</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Teacher Observation and lesson plans will reflect implementation of modeled lessons and strategies. Increased student achievement on classroom and STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Directors of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> School principal will attend the Texas Elementary Principal and Supervisors Association conference in June.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I Part A Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 3:</b> Two paraprofessionals will attend Unlicensed Diabetes Care training at ESC xx.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional support for students with diabetes</p> <p><b>Staff Responsible for Monitoring:</b> District Nurse</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 4:</b> The school counselor will participate in Leadership Development: T-TESS Appraiser Certification Training through ESC xx.</p> <p><b>Strategy's Expected Result/Impact:</b> Additional support for teachers and students, fluidity of feedback</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> training - 199 Basic Educational Services - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress





100% Accomplished

→ Continue/Modify

✗ Discontinue





**Goal 3:** Increase Leadership Effectiveness to ensure all instructional decisions will increase student growth.

**Performance Objective 2:** Provide Operational Flexibility

<b>Strategy 1:</b> Technology integrated lessons will occur in all content areas <b>Strategy's Expected Result/Impact:</b> Teacher observations will reflect technology integration. <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration, Technology Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Mimios, Document cameras, projectors, iPads, computers and supplies will be utilized in all classrooms <b>Strategy's Expected Result/Impact:</b> Teacher Observation will reflect increased use of technology. <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration, Technology Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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><b>Strategy 1:</b> Students will conduct scientific investigations using scientific inquiry.                  *Students will use the scientific method to participate in various lab experiments that require inquiry based instruction and strategy.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students meeting expectations on the Science STAAR test.  <b>Staff Responsible for Monitoring:</b> 4th and 5th grade Science teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> lab supplies - 211 Title I Part A Funds - \$81.52</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers of ESL students will be responsible for linguistic, affective, cognitive and cultural affect during instruction through dual language two-way program or ESL content based setting. Students will also be supported through Imagine Learning.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students exiting LEP program by the time they leave the PIC campus.  <b>Staff Responsible for Monitoring:</b> Campus Administration, ESL teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 4:** Increase 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:** Utilize Flexible Scheduling

<p><b>Strategy 1:</b> Small group Reading, Math, and Science instruction will be based on student expectations.  <b>Strategy's Expected Result/Impact:</b> Quick Checks, benchmark and state assessments will show increases over previous year in students meeting standard.  <b>Staff Responsible for Monitoring:</b> 4th and 5th grade Reading, Math, and Science teachers, Special Education Teacher, Directors of Instruction, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Large instructional blocks will be utilized to increase classroom rigor, including Tier 1, Tier 2, and Tier 3 interventions.  <b>Strategy's Expected Result/Impact:</b> All students will show continued improvement in their academics  <b>Staff Responsible for Monitoring:</b> Campus Administration, All Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Art instruction will be provided to all students on a rotation during specials.  <b>Strategy's Expected Result/Impact:</b> Students will become proficient in the Fine Arts TEKS  <b>Staff Responsible for Monitoring:</b> Art Teacher, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.5, 2.6  <b>Funding Sources:</b> art supplies - 199 Basic Educational Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Dyslexia services will be provided to students through the use of a pull-out program utilizing the Reading by Design curriculum.  <b>Strategy's Expected Result/Impact:</b> Student proficiency levels will show an overall increase when looking at various data sources.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Dyslexia Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 4:** Increase 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><b>Strategy 1:</b> Benchmark and Unit assessments will be scheduled in a manner to maximize performance and minimize disruption to instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark and Unit assessment data will show an increase in the number of students meeting standard.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Increase 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><b>Strategy 1:</b> Teachers will plan weekly as a team and utilize campus administration and directors of instruction when appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement from previous year, one year growth for each student</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Participate in the Bilingual and ESL Cooperative</p> <p><b>Strategy's Expected Result/Impact:</b> gain knowledge and strategies geared toward student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> co-op fee - 199 Basic Educational Services - \$603.75</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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:** Increase Opportunities for Input

<p><b>Strategy 1:</b> Maintain an active Parent/Teacher Organization.  <b>Strategy's Expected Result/Impact:</b> PTO Monthly sign in sheets will show an increase in attendance  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Create/collect parent-teacher-student compacts for all students.  <b>Strategy's Expected Result/Impact:</b> All students will have a parent-teacher-student compact signed on file.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Decisions for the campus will be made with input from the Site-Based Decision Making Team.  <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets and agendas will reflect a diverse group of educators, parents, and community members  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Implement and maintain campus communication tools such as newsletters, websites, and social media.  <b>Strategy's Expected Result/Impact:</b> Updated information provided to parents on a regular basis  <b>Staff Responsible for Monitoring:</b> Campus Administration, Technology Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> All Parents will meet with their student's teacher during "STAAR Talks" to be informed of the academic progress being made.  <b>Strategy's Expected Result/Impact:</b> Sign In sheets will reflect parent attendance at STAAR Talks.  <b>Staff Responsible for Monitoring:</b> All teachers, Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Texas Reads One Book - program engages families in the reading and writing process and creates a culture of reading.  <b>Strategy's Expected Result/Impact:</b> student journals, stuffed animal  <b>Staff Responsible for Monitoring:</b> Campus Administration, All Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> books/journals - 211 Title I Part A Funds - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 7:</b> The campus will utilize the Raptor system for visitor check in. <b>Strategy's Expected Result/Impact:</b> Monitor visitors on campus <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

<b>Strategy 1:</b> Progress reports will be sent home with every student at the end of the third week of each grading period. <b>Strategy's Expected Result/Impact:</b> Parents will receive a progress report every grading period. <b>Staff Responsible for Monitoring:</b> Campus Administration, Principal's Secretary <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Parents will be notified of state assessment results. <b>Strategy's Expected Result/Impact:</b> All letters will be mailed to parents home address. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Parents will be informed of the services provided by Title I Part A <b>Strategy's Expected Result/Impact:</b> Parent Meeting Sign In sheet. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Coordinate with the district School Health Advisory Council (SHAC) to review student fitness data. <b>Strategy's Expected Result/Impact:</b> SHAC sign-in sheet will show representation from PIC parents. <b>Staff Responsible for Monitoring:</b> PE teachers, Parent Liaison, Campus Administration <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Supplies will be purchased to aide communication with parents. <b>Strategy's Expected Result/Impact:</b> increase communication with parents <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> various office supplies (envelopes, etc.) - 199 Basic Educational Services - \$280	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

<p><b>Strategy 1:</b> Small group counseling based on student needs/concerns. Use activities, such as the Anti-Bully Walk, to enhance self-esteem and develop positive self-awareness.  <b>Strategy's Expected Result/Impact:</b> PIC will continue to see a decrease in the number of bullying reports each year.  <b>Staff Responsible for Monitoring:</b> Campus Counselor  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Host virtual Meet the Teacher night the week before school begins and an Open House during Texas Public Schools Week.  <b>Strategy's Expected Result/Impact:</b> Sign In sheets will reflect a parent participation rate of at least 70%  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Counselor will support McKinney Vento families by providing support through supplies/materials for students.  <b>Strategy's Expected Result/Impact:</b> Students will receive support to allow them to succeed in school.  <b>Staff Responsible for Monitoring:</b> Counselor  Campus Administration  <b>Funding Sources:</b> clothes, shoes, school supplies, etc. - 211 Title I Part A Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Campus secretary will maintain Notary status.  <b>Strategy's Expected Result/Impact:</b> needed documents will be notarized at the campus level  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> - 199 State Compensatory Education (SCE) - \$112</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Improve School Climate and increase student attendance to a minimum of 97%.


**Performance Objective 1:** Increase Attendance


<b>Strategy 1:</b> Maintain perfect attendance bulletin board to show attendance rate of grade levels. <b>Strategy's Expected Result/Impact:</b> PIC will have an attendance rate greater than 98% <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Campus Administration <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Movie Licensing will be used to offer incentives for perfect attendance, honor roll, etc. <b>Strategy's Expected Result/Impact:</b> Student motivation resulting in increase of attendance and student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Improve low-performing schools	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Goal 6:** Improve School Climate and increase student attendance to a minimum of 97%.


**Performance Objective 2:** Decrease Discipline Referrals

<b>Strategy 1:</b> Students will receive Aggie Bucks for positive behaviors and redeem the bucks for prizes in the Aggie Buck Store. <b>Strategy's Expected Result/Impact:</b> Positive behaviors will increase, discipline referrals will decrease. <b>Staff Responsible for Monitoring:</b> Teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue





**Goal 6:** Improve School Climate and increase student attendance to a minimum of 97%.

**Performance Objective 3:** Increase Involvement in Extra/Co-Curricular Activities

<b>Strategy 1:</b> Ensure that moderate to vigorous physical activity is implemented in physical education classes. <b>Strategy's Expected Result/Impact:</b> FITNESSGRAM results will show increased levels of fitness. <b>Staff Responsible for Monitoring:</b> PE teachers, Campus Administration <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Establish a campus Student Council <b>Strategy's Expected Result/Impact:</b> Evidence of students making changes on campus. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teacher Representative <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Students will have the opportunity to participate in UIL academic competition. <b>Strategy's Expected Result/Impact:</b> 10% of the student population will participate in UIL events <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Campus will recognize and participate in Red Ribbon Week. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of drug-related incidents at the secondary campuses <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.5 <b>Funding Sources:</b> show - 199 Basic Educational Services - \$300	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Campus will participate in Homecoming Activities. <b>Strategy's Expected Result/Impact:</b> Increase in School Spirit and increased attendance at Varsity Homecoming Football game. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Students will have the opportunity to participate in the Turkey Trot, Pumpkin Run, and Field Days. <b>Strategy's Expected Result/Impact:</b> Increased fitness levels will be shown by the FITNESSGRAM <b>Staff Responsible for Monitoring:</b> PE Teachers <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Improve School Climate and increase student attendance to a minimum of 97%.

**Performance Objective 4:** Provide a Safe and Functional Learning Environment for Students and Staff

<b>Strategy 1:</b> Security Cameras operable campus-wide <b>Strategy's Expected Result/Impact:</b> Increased solution to incidents that do not have a witness. <b>Staff Responsible for Monitoring:</b> Technology Staff, Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Regular safety drills such as, lock-down, fire drill, lock out, and reverse evacuations <b>Strategy's Expected Result/Impact:</b> Time to complete drills will show a marked decrease from the first drill to the final drill <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Emergency Procedure Flip Chart provided to each teacher on campus and one placed in the office. <b>Strategy's Expected Result/Impact:</b> Flip charts installed in classrooms, teachers able to maintain calm in response to simulated emergency situations. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Participate in the School Health & Safety Cooperative <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Funding Sources:</b> membership fee - 289 Title IV, Part A - \$375	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 6:** Improve School Climate and increase student attendance to a minimum of 97%.

**Performance Objective 5:** Increase the student's socio-emotional readiness to succeed academically.





**Evaluation Data Sources:** Attendance and grades

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Counselors Counseling Technical Assistance/Counselor Cooperative                  PD for counselors in the area of Academic, Career, Personal, &amp; Social Development via TEA's 4 components for a model school counseling program:                  Guidance Curriculum                  Responsive Services                  Individual Planning                  System Support</p> <p><b>Strategy's Expected Result/Impact:</b> Counselors will acquire skills and knoweldge needed to service students.  <b>Staff Responsible for Monitoring:</b> Campus Counselors  <b>Funding Sources:</b> ESC Counseling Commitment - 211 Title I Part A Funds - 211-31-6239-00-102-x-30-000 - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



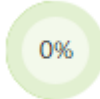




**Goal 7:** Improve Teacher Quality by facilitating the use of best practices in all classrooms through on-going professional development to increase student growth.

**Performance Objective 1:** Utilize Locally Developed Appraisal Instruments

<p><b>Strategy 1:</b> Campus goal- focused Professional Development highlighting Data driven team planning, inclusion of special programs' students, and T-TESS will be implemented</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans and teacher observations will reflect the use of high-yield academic and planning strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Director of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> T-TESS goal setting will identify professional development needs for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Goal progress and attainment</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Walkthroughs will monitor the quality of instruction and identify areas of needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Eduphoria! will be available to all teachers to provide data disaggregation and additional services to support student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> improve teacher knowledge of student data on a variety of levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Eduphoria! - 211 Title I Part A Funds - \$1,960</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 / Paraprofessionals

<p><b>Strategy 1:</b> Faculty will participate in PD through ESC: Sexual Harrassment, Anaphylaxis, Bloodborne Pathogens, Bully Prevention, Child Abuse, FERPA, Tx Educator Code of Ethics, Section 504, Suicide Prevention, Teen Dating Violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Certificates of completion</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Staff will participate in an EOY survey for the Comprehensive Needs Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvements to all areas of campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Teachers will receive their 6 hour GT update .</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of best practice strategies used in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Participate in GT Service Cooperative</p> <p><b>Strategy's Expected Result/Impact:</b> Increase best practices for GT population</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> GT Service cooperative fee - 199 Basic Educational Services - \$1,106.25</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Monthly teacher support by grade level in core content area. Support will include required remote instruction strategies and ongoing support for upcoming units.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% gain in assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin Teachers</p> <p><b>Funding Sources:</b> - 211 Title I Part A Funds - \$20,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 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 3:** Implement Recruitment / Retention Strategies



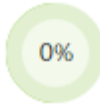




<b>Strategy 1:</b> Offer stipends for teachers - bi-lingual, UIL events and coordinator. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers will be employed in the areas of bi-lingual, UIL <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Poteet Intermediate will participate in area job fairs. <b>Strategy's Expected Result/Impact:</b> Only highly qualified, effective teachers will be in Poteet Intermediate classrooms <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** Incorporate Technology and Related Services through support and training for technology integration in classrooms to increase student engagement and achievement.

**Performance Objective 1:** Incorporation of Technology





<p><b>Strategy 1:</b> Students will use MineCraft to reinforce science concepts throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Science vocabulary and understanding will increase data on quick checks and STAAR  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The use of Canvas and Google Classroom will be utilized to deliver learning opportunities to students and collect responses.  <b>Strategy's Expected Result/Impact:</b> Increase student engagement  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students will utilize chromebooks, ipads for student to utilize Canvas. 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 schoolwork such as Reading and Math.  <b>Strategy's Expected Result/Impact:</b> Increase in student engagement  <b>Staff Responsible for Monitoring:</b> Teachers, Technology Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> chromebooks - 429 Technology Grant - \$20,000, chromebook repairs - 199 Basic Educational Services - \$340, additional chromebooks for classrooms - 211 Title I Part A Funds, routers for 10 school buses - 429 Technology Grant - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Projectors and document cameras will be available in all classrooms for instructional purposes.  <b>Strategy's Expected Result/Impact:</b> Student data will increase in all areas  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Technology staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Improve Library Science Services utilizing Region 20 Educational Resources Cooperative to include: living science materials, &amp; digital resources for schools participating in TexQuest.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student usage of campus library by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District and Campus Librarians</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Educational Resources Cooperative Region XX - 211 Title I Part A Funds - \$931.52</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Discovery Education allows educators to go beyond traditional learning with award winning digital content.</p> <p><b>Strategy's Expected Result/Impact:</b> Ignite student interest to learning to improve student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Discovery Education ESC 20 - 211 Title I Part A Funds - 211-11-6239-00-102-x-30-000 - \$723.78</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> The library will use the Follett system in the library to maintain materials.</p> <p><b>Strategy's Expected Result/Impact:</b> accurate check in/out of materials</p> <p><b>Staff Responsible for Monitoring:</b> Campus library aide</p> <p><b>Funding Sources:</b> scanner - 199 State Compensatory Education (SCE) - \$181</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Kami will be utilized as a resource to turn instructional documents into interactive learning to promote student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student/teacher collaboration and creativity will be enhanced</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Kami purchase - 211 Title I Part A Funds - \$846</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Additional hotspots will be purchased to assist our remote learners in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress and growth in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> hotspot devices - 266 Elementary and Secondary School Emergency Reli - \$7,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 10:</b> Instructure Canvas Tier 1 Support will be purchased to allow Canvas teacher support.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress in Canvas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Teacher</p> <p><b>Funding Sources:</b> - 270 RLIS Title V Part B - \$891</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 11:</b> Surface Pro laptops will be purchased for Dyslexia teacher to allow for synchronous learning daily. <b>Strategy's Expected Result/Impact:</b> 5% gain in Reading STAAR <b>Staff Responsible for Monitoring:</b> Dyslexia teacher Campus Admin <b>Funding Sources:</b> - 199 Dyslexic Allotment - \$3,500	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<b>Strategy 12:</b> Special Education technology will be purchased to allow for increased digital access by students with disabilities. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Special Education Staff Administration <b>Funding Sources:</b> - 199 SpEd Allotment - \$54.95	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Increase College and Career awareness by providing 100% of our students the opportunity to be exposed to various careers and higher education avenues.

**Performance Objective 1:** Prepare Students for College and Careers

<p><b>Strategy 1:</b> Students will be exposed to different careers through participation in the District College and Career Fair.  <b>Strategy's Expected Result/Impact:</b> Student awareness of colleges and career choices  <b>Staff Responsible for Monitoring:</b> Campus Administration, counselor  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will post their diplomas and college signs/pennants to promote higher learning.  <b>Strategy's Expected Result/Impact:</b> Student awareness of college and career choices  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students who have participated in Dual Language for at least 5 consecutive years will have opportunity to receive one High School Spanish credit. Students will need to show proficient on Logramos and Iowa reading achievement tests as well as show proficient on speaking using Las Links.  <b>Strategy's Expected Result/Impact:</b> Student will receive 1 credit of Spanish  <b>Staff Responsible for Monitoring:</b> Campus Administration  District Administration  <b>Funding Sources:</b> - 211 Title I Part A Funds - \$145</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



# RDA Strategies

Goal	Objective	Strategy	Description
1	3	7	The campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns.

# Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS bank test generator		\$347.82
1	2	7	Yearly Membership Resources		\$336.00
3	1	4	training		\$500.00
4	1	3	art supplies		\$0.00
4	3	2	co-op fee		\$603.75
5	2	5	various office supplies (envelopes, etc.)		\$280.00
6	3	4	show		\$300.00
7	2	4	GT Service cooperative fee		\$1,106.25
8	1	3	chromebook repairs		\$340.00
<b>Sub-Total</b>					\$3,813.82
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					<b>\$16,186.18</b>
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	access to Tumblebooks library		\$540.00
1	3	2	program		\$8,300.00
1	3	3	software license for Study Island & Stemscoptes		\$2,800.00
1	3	5	software renewal		\$1,680.00
1	3	7	CNA-CIP SOFTWARE	211-23-6397-02-102-X-30-T-00	\$500.00
1	3	8	TITLE I CRATE COMPLIANCE	211-23-6397-01-102-X-30-T-00	\$500.00
2	1	3	subscription		\$360.00
3	1	2			\$1,000.00
3	3	1	lab supplies		\$81.52
5	1	6	books/journals		\$1,500.00
5	3	3	clothes, shoes, school supplies, etc.		\$0.00
6	5	1	ESC Counseling Commitment	211-31-6239-00-102-x-30-000	\$300.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4	Eduphoria!		\$1,960.00
7	2	5			\$20,000.00
8	1	3	additional chromebooks for classrooms		\$0.00
8	1	5	Educational Resources Cooperative Region XX		\$931.52
8	1	6	Discovery Education ESC 20	211-11-6239-00-102-x-30-000	\$723.78
8	1	8	Kami purchase		\$846.00
9	1	3			\$145.00
<b>Sub-Total</b>					\$42,167.82
<b>Budgeted Fund Source Amount</b>					\$66,982.00
<b>+/- Difference</b>					\$24,814.18
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,600.00
<b>+/- Difference</b>					\$2,600.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	calculators		\$90.00
8	1	12			\$54.95
<b>Sub-Total</b>					\$144.95
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$855.05
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	9			\$200.00
2	2	6			\$925.00
5	3	4			\$112.00
8	1	7	scanner		\$181.00

**199 State Compensatory Education (SCE)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$1,418.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					<b>-\$418.00</b>

**255 Title II Part A-TPTR**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,300.00
<b>+/- Difference</b>					<b>\$2,300.00</b>

**270 RLIS Title V Part B**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	10			\$891.00
<b>Sub-Total</b>					\$891.00
<b>Budgeted Fund Source Amount</b>					\$19,268.00
<b>+/- Difference</b>					<b>\$18,377.00</b>

**289 Title IV, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	4	membership fee		\$375.00
<b>Sub-Total</b>					\$375.00
<b>Budgeted Fund Source Amount</b>					\$375.00
<b>+/- Difference</b>					\$0.00

**410 Instructional Materials Allotment**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$57,022.00
<b>+/- Difference</b>					<b>\$57,022.00</b>

199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,000.00
8	1	11			\$3,500.00
<b>Sub-Total</b>					\$4,500.00
<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					<b>-\$3,500.00</b>
429 Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	chromebooks		\$20,000.00
8	1	3	routers for 10 school buses		\$5,000.00
<b>Sub-Total</b>					\$25,000.00
<b>Budgeted Fund Source Amount</b>					\$13,000.00
<b>+/- Difference</b>					<b>-\$12,000.00</b>
266 Elementary and Secondary School Emergency Reli					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	9	hotspot devices		\$7,500.00
<b>Sub-Total</b>					\$7,500.00
<b>Budgeted Fund Source Amount</b>					\$7,500.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					<b>\$85,810.59</b>

# Addendums