Denison Independent School District

Mayes Elementary School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mayes Elementary School currently has 449 students; with 117 being bilingual and 332 being monolingual. All of the bilingual students are Spanish speakers. Mayes Elementary School currently serves as the district bilingual campus.

Our student population has increased this year, by 3.12%.   Many students that were home schooled or virtual students last year due to COVID-19 have returned to in-person learning,   We started the 2017-18 school year with 418 students, 2018-19 with 452, 2019-20 with 485, and 200-21 with 435 students. Our Hispanic population has remained approximately the same, but due to our bilingual program being at the maximum capacity our population has remained about the same.   Currently, there are no students on the waiting list for the bilingual program. This is a decrease from last year, when we had 5 on the waiting list.

The number of economically disadvantaged students has also remained consistent, with 67.1% of our population being economically disadvantaged. This has decreased by 2.8% since last year. This is 5% higher than our district average.

During the last 3 years our mobility rate has varied. Last year it had decreased from 18.3% to 12.8%, however this year we have had an increase of 3.9% (16.7% currently).

Mayes' attendance rate has ranged from 97.7% in 2012 to 97.2% in 2014, 96.8% in 2016, 96.6% in 2018, and prior to our COVID-19 closure the 2019 attendance rate was 97.74%. It has been very consistent. However, last year with students being on quarantine and being out for illnesses our rate dropped to 94.63%.

The number of students in gifted and talented has remained consistent at 2.1%. This is significantly below the state average of 8.1%. Our special education percentages vary each year.   During 2018-19 it was 7.4%, an increase of 2.1% from the previous year, and during the 2019-20 school year it was also 7.4%.

 Currently, we have 6 bilingual teachers. 83% have completed their bilinugal certification. We continue to recruit certified bilingual teachers.

Demographics Strengths

Mayes Elementary celebrates that our attendance rate has exceeded the state as well as the district rate. This is due to the following:

- Attendance Clerk
- Monitoring attendance with daily phone calls to families
- End of the year and 9 week celebrations for perfect attendance.
- Telehealth Services
- Full time nurse
- Truancy Prevention Measure Meetings

In order to communicate with our bilingual students we have a full time secretary that is bilingual.

We also celebrate that our bilingual wait list has no students at this time.

We have hired a bilingual diagnositician to evaluate our students.

We have a full time assistant principal on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our bilingual program continues to struggle to recruit highly qualified teachers. **Root Cause:** The shortage of bilinugal teachers in the area.

Problem Statement 2: Our bilingual special education population has increased, and we do not have a bilingual special education teacher. **Root Cause:** The shortage of bilingual education teachers in all academic areas.

Student Learning

Student Learning Summary

	3rd Reading (Eng/Sp)	3rd Math (Eng/Sp)	4th Reading (Eng/Sp)	4th Math (Eng/Sp)	4th Writing (Eng/Sp)
2020-21	74/60	65/-	74/53	72/-	67/61
2018-19	72/74	67/-	71/65	70/-	50/74
2017-18	72/78	75/-	84/67	91/-	74/62
2016-17	91/76	90/56	79/47	77/86	62/47
2015-16	79	89	90	90	78

STAAR data for the last 5 years has been analyzed. We have noted strengths and weaknesses. We have also given significant emphasis to the 3 areas of performance-"APPROACHES," "MEETS" and "MASTERS."

We must continue to work on student growth from year to year, and focus on our subpopulations. We are currently below that target area in the following subpopulations:

All students, Hispanic, White, EL and Continuously Enrolled.

Our campus did not receive a rating for the 2020-21 schoo year due to COVID-19.

We are focused on student growth and acheivement. We are recongnizing student growth at each grade level by conducting weekly celebrations, we are writing data driven lesson plans, and we are creating data walls around our building.

Student Learning Strengths

Strengths for Student Achievement:

- Tutoring provided 3 days per week to 3rd and 4th grade students

- Bilingual intervention teacher/2 Monolingual intervention teachers
- Imagine Math used in K-4
- Reflex Math to assist with math facts
- PLC Team Meetings
- Curriculum Coach
- Focused improvement on lesson planning
- Data driven instruction
- Established goals by students, teachers, and administrators
- Data Walls
- Weekly Celebrations

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mayes teachers need to increase the rigor of the writing curriculum at the lower grades (PK-3). **Root Cause:** Mayes teachers have not used a consistent writing curriculum.

Problem Statement 2: 42% of Mayes students were at the "meets" and "masters" on the STAAR reading test. **Root Cause:** The focus has been on the "approaches" level for STAAR.

Problem Statement 3: 44% of Mayes students were at the "meets" and "masters" on the STAAR math test. **Root Cause:** The focus has been on the "approaches" level for STAAR.

Problem Statement 4: 42% of Mayes students were at the "meets" and "masters" on the STAAR writing test. **Root Cause:** The focus has been on the "approaches" level for STAAR.

School Processes & Programs

School Processes & Programs Summary

Our campus has quality teachers and staff that ensure that the students are provided with a quality education. By focusing on the grade level TEKS and assessment data, the teachers teach using a variety of methods and strategies. Teachers collaborate with tutors, interventionists, instructional aides and administration to determine student needs and analyze growth through SST and PLC meetings. Students use a variety of online programs to help address specific TEKS (Imagine math, Reflex Math, Amira). The district provides teachers with a grade level curriculum coordinator to assist with curriculum, instruction, and assessments. Grade levels meet with their grade level at district wide PLC meetings to collaborate with peers. Data should be used to drive instruction and lesson planning. The increase in the special education population, behavioral concerns, and student performance on STAAR has led to the need for additional support in the resource classroom in the form of a full time instructional aide.

Recruiting and retaining highly qualified employees remains a top priority for the district. The district has made it a priority to recruit and retain highly qualified staff members. Positions are filled with staff who are willing and able to do whatever it takes to help our students gain success. As our district continues to see growth, we must seek to find the best employees in and outside of our area.
A competitive salary schedule allows the district to recruit teachers within Texas as well as outside of the state.

Recruiting bilingual staff members continues to be an area of concern. Our district has recently increased the bilingual stipend in order to increase retention for bilingual staff members.

Denison ISD provides an excellent mentor program for new teachers to the profession.

Our school district supports high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, and competitive salary/stipend schedules. Mayes has implemented a master schedule to ensure that all grade levels are provided time to schedule appropriate instruction to fully meet the needs of all learners. The master schedule also allows teachers a planning period each day, and a sixty minute intervention block to support at risk students. During intervention time specific student needs are addressed. During this time tutors, interventionists, and small group learning takes place on specific deficits students may be facing. Intervention is also a time for enrichment.

Staff members attend district PLC meetings, weekly staff/faculty meetings on campus, weekly grade level PLC meetings, bilingual PLC meetings, and serve on committees as needed.

Mayes has converted to a 1:1 campus with all students having personal Chromebooks. We have upgraded our projectors. Our Wifi continues to be an issue with all students having personal devices. Programs freezing up due to band width is a struggle when more than 6-7 students in a classroom are online at once.

Our district has common assessments that are administered after each unit to students. Students are given two benchmarks during the year to

prepare for state assessments. After the administration of each common assessment or benchmark exam, data is discussed during grade level PLC meetings, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria Forethought to house curriculum documents.

Due to the size of our campus we have an asisstant principal. This has allowed additional time in the classrooms for the principals.

Mayes also needs provisions in place to retain bilingual staff members.

Mayes teachers are working to increase the gaps in learning due to COVID-19.

School Processes & Programs Strengths

Denison ISD provides a strong and direct program to teachers new to the district and specifically new to education. Each campus has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice. These teachers meet throughout the school year to discuss issues or struggles they might be having.

Teachers have adequate opportunities to attend professional development sessions to help them grow professionally.

Weekly PLC meetings, as well as Denison ISD grade level PLC meetings give teachers an opportunity to plan and collaborate together.

Bilingual teachers receive a stipend of up to $8,000.

Teacher retention has been phenomenal at Mayes. During the 2020-21 school year only 6.5% were new teachers.

Other strengths at Mayes that we continue to implement:

- Continually analyzing data to drive instruction
- Setting grade level specific goals, as well as, teacher and student goals
- Grade level tutors that are certified teachers
- Curriculum Coach
- Assistant Principal
- SST Meetings
- Imagine Math grades K-4
- Reflex Math
- 1:1 Chromebooks
- Intervention Hour
- Certified staff members
- Campus celebrations each Friday

- PBIS
- Morning Annoucnements
- PTO
- 4th grade Employees
- Safety plans in place
- Staff developement sessions
- Collaboration amongst staff members
- Data walls
- Mentor Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Mayes Elementary bandwidth is lacking . therefore our programs continuously lock up. **Root Cause:** The bandwidth cannot support the number of devices on at one time.

Problem Statement 2: Grades K-2 share one tutor due to the funding being spent on Grades 3-4 HB4545. **Root Cause:** Due to HB4545 requiring students in grade 4 to have an additional 30 hours of tutoring per subject failed on STAAR, our tutors have been pulled from the lower grades.

Perceptions

Perceptions Summary

Student success is top priority at Mayes Elementary School. A clear focus on student achievement has been established by collaborating as PLCs each week.

Our weekly grade level PLC meetings and bi-weekly bilingual PLC meetings have given teachers the opportunities to focus on academic challenges and strengths.

We have found that not only do we need to focus on academics, but we must focus on families feeling welcome as well. Students must feel safe in order to find academic success. We have established a threat assessment team, and all team members have been trained.

One area that this campus has focused on is the staff presence the moment a student walks into the building. The students are greeted by their teachers standing outside their classroom door awaiting their arrival. The same is true with dismissal, teachers are lined up outside and inside to efficiently place students in cars and buses making sure students get home safely. Along with the friendly staff, students and parents alike can feel safe. With emergency plans in place and practiced, there are also trained emergency staff, such as our CPR and CPI certified personnel. Mayes also has activities that highlight student achievement. Each Friday, we are having a weekly assembly to showcase student accomplishments. Students of the week are announced along with outstanding readers, Reflex Math, Imagine Math, as well as good behavior.

Mayes has a new playground that is completely fenced from the public. This ensures student safety.

However, there are still several areas that Mayes could improve upon. A few of those areas are: parent academic engagement and increased input from our stakeholders. Due to COVID-19 parental engagement has been limited.

Perceptions Strengths

Strengths for School Culture and Climate include the following:

- PBIS
- Weekly assemblies
- School personnel present during morning drop off and parent pick up
- Mission statements posted in each classroom
- Mayes Motto posted in each classroom

- Actively involved PTO
- CPI Team
- CPR Team
- Clean facilities
- Emergency plans in place
- Student recognition
- Safety drills
- Lobby Guard System
- Bus Monitors
- Parent Conferences
- Fenced Playground
- Larger cafeteria

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff, students, and families need support and resources that will enable them to cope with the ever-changing demands of COVID-19. **Root Cause:** COVID-19 changed the landscape of education and day-to-day activities.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female 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
- STEM/STEAM 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR .

Targeted or ESF High Priority

Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details		Reviews			
Strategy 1: Disaggregate data for all students, including at-risk		**Formative**			**Summative**
Strategy's Expected Result/Impact: PLC Minutes, Lesson Plans, STAAR Data		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff					
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 - **Additional Targeted Support Strategy**					
Funding Sources: - 211 Title I - $2,000, - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education					

Strategy 2 Details		Reviews			
Strategy 2: Refine the curriculum in core academic areas		**Formative**			**Summative**
Strategy's Expected Result/Impact: Core Curriculum Documents		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers, Principals					
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 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 Regular Education, - 199 25 ESL, - 211 Title I, - 199 23 Special Education					

Strategy 3 Details		Reviews			
Strategy 3: Use PLC time to analyze data and formulate a plan for those who did not learn		**Formative**			**Summative**
Strategy's Expected Result/Impact: PLC minutes, Student Success Meetings		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education teacher, Intervention teachers					
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 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education - $2,000, - 199 23 Special Education, - 211 Title I - $5,000, - 199 25 ESL					

Strategy 4 Details	Reviews			
Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning based on data and formative assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, PLC minutes	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom Teachers, Special Ed Teacher, Intervention Teachers				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 24 Compensatory Education - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All formative assessments	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teacher, intervention teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 23 Special Education				

Strategy 6 Details	Reviews			
Strategy 6: Provide additional time, support, and opportunities for students who are not successful	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, Student Success Plans, Star Reading and Math data, Tutoring sign in sheets	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teacher, Intervention teachers				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I - $102,181, - 199 25 ESL, - 288 Indian Education Grant, - 199 23 Special Education				

Strategy 7 Details	Reviews			
Strategy 7: Provide enrichment opportunities for students who are initially successful	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, tutoring sign in sheets	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers, Principals, GT Teacher, Tutors				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented				

Strategy 8 Details	Reviews			
Strategy 8: Continue to implement the Continuous Improvement Plan developed by the District PBMAS Review Committee	Formative			Summative
Staff Responsible for Monitoring: Principals	Nov	Jan	Mar	May
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 - **Additional Targeted Support Strategy** **Funding Sources:** - 199 23 Special Education, - 199 Regular Education				

Strategy 9 Details	Reviews			
Strategy 9: Conduct annual migrant identification, recruitment and verification	Formative			Summative
Strategy's Expected Result/Impact: Completed migrant surveys	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Counselor, Bilingual Chair, Director of Special Programs **Funding Sources:** - 199 Regular Education				

Strategy 10 Details	Reviews			
Strategy 10: Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Equitably distribute HQ staff among all campuses. Provide high quality staff development for 100% of instructional staff.	Formative			Summative
Strategy's Expected Result/Impact: Employment Records, Highly Qualified Reports	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals **Title I Schoolwide Elements:** 2.4 **Funding Sources:** - 483 Local Grant Funds, - 199 24 Compensatory Education, - 224 Special Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A				

Strategy 11 Details	Reviews			
Strategy 11: Integrate and coordinate Title I services with all state and locally funded programs.	Formative			Summative
Strategy's Expected Result/Impact: Compliance reports, Program evaluations	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - 211 Title I - $50, - 199 24 Compensatory Education, - 483 Local Grant Funds, - 199 Regular Education				

Strategy 12 Details	Reviews			
Strategy 12: Implement and promote a Comprehensive School Health Program	Formative			Summative
Strategy's Expected Result/Impact: Menus, Documentation of Health Presentations, Telehealth, Newsletters, District web page	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Cafeteria Manager, Counselor, Nurse **Funding Sources:** - 483 Local Grant Funds, - 199 Regular Education				

Strategy 13 Details					Reviews			
Strategy 13: Encourage teachers to incorporate emerging technology to improve student learning					**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson Plans, Amira, Imagine Math, Reflex Math					**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Computer teacher, Classroom teachers								
Title I Schoolwide Elements: 2.4								
Funding Sources: - 224 Special Education, - 483 Local Grant Funds, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 263 Title III, BIL/ESL								

Strategy 14 Details					Reviews			
Strategy 14: Provide a summer accelerated instructional program for identified elementary students.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance records, Amira, Reflex math, Common Assessment Data and Benchmarks					**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom/Summer School teachers								
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy**								
Funding Sources: - 199 Regular Education								

Strategy 15 Details					Reviews			
Strategy 15: Provide materials to meet the needs of students in all academic programs.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Purchase orders, check requests					**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom Teachers								
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 - **Additional Targeted Support Strategy**								
Funding Sources: - 199 Regular Education								

Strategy 16 Details					Reviews			
Strategy 16: Establish data walls, celebration areas, and SMART goals to increase the rigor and drive for students.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, data walls, SMART Goals					**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff Members								
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 - **Additional Targeted Support Strategy**								
Funding Sources: - 199 Regular Education								

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 2: Improve students' mathematical concepts and skills and to prepare students for End-of-Course & STAAR Exams.

Evaluation Data Sources: Percent of students who meet and master the appropriate grade level and subject area STAAR will increase by a minimum of 5%.

Strategy 1 Details	Reviews			
Strategy 1: Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tutoring records, RTI Documentation, PLC Minutes, Tutoring sign in sheets, Imagine Math, Reflex math	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Classroom teachers, Paraprofessionals assisting during intervention time, Special Education teacher, Intervention teachers				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 211 Title I - $12,574, - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 288 Indian Education Grant				

Strategy 2 Details	Reviews			
Strategy 2: Specifically focus on students' needs during intervention times	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Success Meetings and documentation, Formative Assessment data, RTI data, Imagine Math, Reflex Math	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Classroom teachers, Paraprofessionals assisting during intervention time, Special education teacher, Intervention teacher, bilingual intervention teacher				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 211 Title I - $1,000, - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education				

Strategy 3 Details	Reviews			
Strategy 3: Evaluate the effectiveness of in-school remedial programs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Program evaluations, Student reports	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teachers, Interventionists				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 211 Title I, - 224 Special Education, - 199 Regular Education, - 263 Title III, BIL/ESL				

Strategy 4 Details	Reviews			
Strategy 4: Review and persistently implement RTI procedures	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students Success Process and RTI Documentation	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teachers, Interventionists				
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 211 Title I - $1,000				

Strategy 5 Details	Reviews			
Strategy 5: Change instructional assignments to include resource class instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, IEP documents, accommodations, and ARD Documentation	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teacher				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 23 Special Education, - 199 Regular Education				

Strategy 6 Details	Reviews			
Strategy 6: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state	**Formative**			**Summative**
Strategy's Expected Result/Impact: Curriculum documentation	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teacher, Interventionists, Curriculum coaches				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 25 ESL, - 199 24 Compensatory Education				

Strategy 7 Details	Reviews			
Strategy 7: Complete and implement plans for remediation for all students demonstrating weakness in reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implementation plans, Lesson plans, All local and state testing data including STAAR results	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teacher, Interventionists, Curriculum coach				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 263 Title III, BIL/ESL, - 211 Title I - $102,181, - 199 23 Special Education, - 199 25 ESL				

Strategy 8 Details	Reviews			
Strategy 8: Attend professional development sessions to improve reading.	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans, Certificates of completion	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special education teacher, Interventionists				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 263 Title III, BIL/ESL				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Writing.

Evaluation Data Sources: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Attend staff development sessions to provide training on teaching strategies for improving writing skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson Plans, Certificates of completion for sessions	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education teacher, Interventionists				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 255 Title II, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Use rubrics for assessing four different types of writing	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completed rubrics, Profile sheets	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education				

Strategy 3 Details	Reviews			
Strategy 3: Score students' writing as a department to improve student performance	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completed rubrics	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education				

Strategy 4 Details	Reviews			
Strategy 4: Complete and implement plans for remediation for all students demonstrating weakness in writing	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, PLC meeting notes, Profile sheets, Student Success Meeting Notes, RTI, Local and state testing results including STAAR Tests	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Curriculum coaches				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education				

Strategy 5 Details	Reviews			
Strategy 5: Implement curriculum to increase the rigor of revising and editing writing pieces.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Houghton Mifflin Harcourt Curriculum	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teachers				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education				

Strategy 6 Details	Reviews			
Strategy 6: Implement district curriculum that will focus on writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leveled Library (English and Spanish), Houghton Mifflin Harcourt Curriculum	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Curriculum coaches, classroom teachers				
Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 4: Improve students' science concepts and skills and prepare students for End-of-Course and STAAR Science Exams.

Evaluation Data Sources: Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 3%.

Strategy 1 Details		Reviews			
Strategy 1: Attend training sessions to prepare for the rigor and state expectations for STAAR Science		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Records		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher					
Title I Schoolwide Elements: 2.5					
Funding Sources: - 199 Regular Education, - 255 Title II, Part A					

Strategy 2 Details		Reviews			
Strategy 2: Evaluate and modify the common assessments for each course as needed		**Formative**			**Summative**
Strategy's Expected Result/Impact: Common Assessments, PLC Data form		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher					
Title I Schoolwide Elements: 2.5 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 Regular Education, - 211 Title I, - 255 Title II, Part A					

Strategy 3 Details		Reviews			
Strategy 3: Complete and implement plans for remediation for all students demonstrating weakness in science.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, State and local testing results including STAAR and benchmark data, PLC Data forms		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principasl, Classroom teachers, Special Education Teacher					
Title I Schoolwide Elements: 2.5, 2.6 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 Regular Education					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 5: Prepare students for social studies expectations including social studies exams.

    Evaluation Data Sources: Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 2%.

Strategy 1 Details		Reviews			
Strategy 1: Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Certificates of Completion
    Staff Responsible for Monitoring: Principal, Classroom teachers
    Title I Schoolwide Elements: 2.5
    Funding Sources: - 199 Regular Education
		Nov	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: Complete and implement plans for remediation for all students demonstrating weakness in social studies		**Formative**			**Summative**

Strategy's Expected Result/Impact: PLC Meeting Notes, lesson plans
    Staff Responsible for Monitoring: Principal, Classroom teachers, Special Education Teacher
    Title I Schoolwide Elements: 2.5, 2.6
    Funding Sources: - 199 Regular Education, - 255 Title II, Part A
		Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue		

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 6: Improve students' reading abilities and prepare students for End-of-Course and STAAR Reading/English exams.

Evaluation Data Sources: Percent of students that pass STAAR Reading and End of Course will increase by 5%.

Strategy 1 Details		Reviews			
Strategy 1: Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards & improve reading strategies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Certificates of Completion, Lesson Plans, Local and State testing data and results		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Interventionists					
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**					
Funding Sources: - 199 Regular Education, - 199 25 ESL, - 255 Title II, Part A					

Strategy 2 Details		Reviews			
Strategy 2: Identify and provide specialized instruction for students with dyslexia.		**Formative**			**Summative**
Strategy's Expected Result/Impact: MTA lesson plans, Dyslexia testing results, Intervention pre and post testing		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Interventionists, Dyslexia specialist					
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 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education					

Strategy 3 Details		Reviews			
Strategy 3: Provide additional learning time in the form of in-school tutoring, reading intervention, after-school tutoring		**Formative**			**Summative**
Strategy's Expected Result/Impact: Common assessment, benchmark results, report cards, Fountas and Pinnell testing data (Pre and Post), STAAR Testing data, Tutoring sign in sheets, Rigby Testing		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Interventionists, Bilinugal Intervention Paraprofessionals					
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 - **Additional Targeted Support Strategy**					
Funding Sources: - 199 24 Compensatory Education, - 211 Title I - $3,735, - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education, - 288 Indian Education Grant					

Strategy 4 Details	Reviews			
Strategy 4: Review and implement RtI procedures	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson Plans, Student Success Team Meeting notes	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Counselor, Interventionists, Curriculum Coordinators				
Title I Schoolwide Elements: 2.6				
Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education				

Strategy 5 Details	Reviews			
Strategy 5: Complete and implement plans for remediation for all students demonstrating weakness in reading	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans, Local and State testing results including STAAR, Fountas and Pinnell testing, Rigby Testing , HMH	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Interventionists				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I - $102,181, - 199 25 ESL, - 199 23 Special Education				

Strategy 6 Details	Reviews			
Strategy 6: District Curriculum Coach to observe and increase rigor during reading instruction and planning lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: professional development sessions, lessons modeled, HMH	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All teachers, principals, Curriculum coach				
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 - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education				

Strategy 7 Details	Reviews			
Strategy 7: Continue with comprehensive phonics program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Phonics Dance Lessons	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All teachers				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 211 Title I				

Strategy 8 Details	Reviews			
Strategy 8: Provide Rigby Assessments Beginning, Middle, and End of the Year to all students in grades K-4	**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigby Assessments, RTI data	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, All classroom teachers				

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 - **Additional Targeted Support Strategy**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 7: Enhance students' technology skills and abilities.

    Evaluation Data Sources: Students will show an increase in technology skills and abilities.

Strategy 1 Details		Reviews		
Strategy 1: Review the state expectations for technology skills by grade level		**Formative**		**Summative**
Staff Responsible for Monitoring: Principal, Classroom teachers, Special Education Teacher, Interventionists, Computer teacher **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 199 Regular Education	**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews		
Strategy 2: Provide time for elementary students to master and apply technology skills to learning assignments		**Formative**		**Summative**
Strategy's Expected Result/Impact: Schedules, Lesson plans **Staff Responsible for Monitoring:** Principal, Classroom teachers, Special Education Teacher, Computer teacher **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 199 Regular Education	**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews		
Strategy 3: Evaluate students' abilities to use technology at the end of the school year		**Formative**		**Summative**
Strategy's Expected Result/Impact: End of the year assessment to determine if skills have been mastered. **Staff Responsible for Monitoring:** Principal, Classroom teachers, Special Education Teacher, Computer teachder **Title I Schoolwide Elements:** 2.4 **Funding Sources:** - 199 Regular Education	**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details		Reviews		
Strategy 4: Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world		**Formative**		**Summative**
Strategy's Expected Result/Impact: Lesson plans, Student work, On line programs **Staff Responsible for Monitoring:** Principal, Classroom teachers, Special Education Teacher, Computer teacher **Title I Schoolwide Elements:** 2.5 **Funding Sources:** - 199 Regular Education, - 211 Title I - $1,958, - 224 Special Education, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL	**Nov**	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Provide mobile technology to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge. **Strategy's Expected Result/Impact:** Student products and improved student performance scores. **Staff Responsible for Monitoring:** Director of technology, Principals **Funding Sources:** - 199 Regular Education, - 211 Title I - $2,180, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify ✗ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 8: Improve Services for English Language Learners (ELL) including Bilingual & English as a Second Language (ESL) Students

Evaluation Data Sources: Students will show an increase in their Amira assessments, Rigby Spanish, OLPT Oral Language Proficiency Test, and TELPAS testing.

Strategy 1 Details	Reviews			
Strategy 1: Provide materials to meet the needs of the students in the bilingual program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Materials purchased	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special programs, Bilingual facilitator, Principal, Curriculum Coordinators, Textbook coordinator, Bilingual Intervention Teacher				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**				
Funding Sources: - 263 Title III, BIL/ESL, - 199 25 ESL				

Strategy 2 Details	Reviews			
Strategy 2: Continue to encourage teachers to obtain ESL certification	**Formative**			**Summative**
Strategy's Expected Result/Impact: More ESL certified personnel	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special programs, Bilingual facilitator, Principal				
Funding Sources: - 199 25 ESL				

Strategy 3 Details	Reviews			
Strategy 3: Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completed translated documents	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special Programs, Principal, Bilingual facilitator, Bilingual parent facilitator				
Funding Sources: - 199 Regular Education				

Strategy 4 Details	Reviews			
Strategy 4: Continually provide enrichment learning experiences for all bilingual/ESL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Certificates of completion, Common assessment and benchmark results, CLI, TPRI	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Bilingual teachers, Director of Special Programs, Principal				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 263 Title III, BIL/ESL, - 199 Regular Education, - 199 25 ESL				

Strategy 5 Details		Reviews			
Strategy 5: Implement an intervention teacher to help at-risk bilingual students, as well as help teachers plan instructional strategies to meet their needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR Results, TPRI, CLI, Amira, and Imagine math		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Bilingual teachers, Director of special programs, Principal, Bilingual intervention teacher **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 - **Additional Targeted Support Strategy** **Funding Sources:** - 199 Regular Education					

Strategy 6 Details		Reviews			
Strategy 6: Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Completion of ELPS & SIOP		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special Programs, principal, counselor **Title I Schoolwide Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - 199 Regular Education					

Strategy 7 Details		Reviews			
Strategy 7: Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Participation records and documentation of activities.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principal **Title I Schoolwide Elements:** 2.6 **Funding Sources:** - 263 Title III, BIL/ESL, - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL					

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 9: Prepare students for College Readiness Skills.

    Evaluation Data Sources: Percent of students who graduate on the Recognized Plan or DAP will increase by 2%.

Strategy 1 Details	Reviews			
Strategy 1: 1)) Analyze STAAR results for identified GT, Pre-AP, and AP students	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR results, students participating in GT	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				
Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 10: The percentage of 3rd grade students who meet or master grade level in reading will increase from 38% to 43% by May 2022. (5 year goal by 2024=55%)

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 11: The percent of 3rd grade students the score meets grade level or above on STAAR Math will increase from 33% to 38% by June 2022. (5 year goal by 2024=57%)

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage respect for one another.

   Evaluation Data Sources: Teacher and staff recognition of acts or kindness and compassion.

Strategy 1 Details	Reviews			
Strategy 1: Continue the Rachel's Challenge Program and Positive Behavior Intervention and Support Systems	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented activities during the school year, Office Referral Data	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Funding Sources:** - 199 Regular Education, - 461 Campus Activity Funds				
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PBIS Lesson plans	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Funding Sources:** - 199 Regular Education				
Strategy 3 Details	Reviews			
Strategy 3: Implement District RtI Behavior Procedures	**Formative**			**Summative**
Strategy's Expected Result/Impact: Behavior RTI process, Team minutes and documented interventions, Universal Screener Data	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Behavior RTI team, Classroom Teachers **Title I Schoolwide Elements:** 2.6 **Funding Sources:** - 199 Regular Education, - 199 24 Compensatory Education				
Strategy 4 Details	Reviews			
Strategy 4: Continue utilizing the Positive Behavior Interventions and Support Model to enhance respect for one another.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Office Referral data, weekly video, CHAMPS	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Funding Sources:** - 199 Regular Education, - 461 Campus Activity Funds				
Strategy 5 Details	Reviews			
Strategy 5: Conduct weekly assemblies and recognize students of the week and academic accomplishments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher referrals	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Title I Schoolwide Elements:** 3.2 **Funding Sources:** - 461 Campus Activity Funds				

Strategy 6 Details	Reviews			
Strategy 6: Provide training for teachers in behavioral strategies and data collection.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Office Referral Data	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Counselor				
Funding Sources: - 199 Regular Education, - 255 Title II, Part A				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Improve student attendance.

Evaluation Data Sources: Overall student attendance for all students will remain at 97% or better.

Strategy 1 Details				Reviews			
Strategy 1: Maintain nurse and counseling services on each campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Employment records and program evaluations				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Nurse, Counselor							
Funding Sources: - 199 Regular Education							
Strategy 2 Details				Reviews			
Strategy 2: Monitoring of attendance				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student attendance records, Truancy letters, List of students/parents referred to justice court				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Classroom teachers, Special Education Teacher, Attendance Clerk, Secretaries, Nurse							
Funding Sources: - 199 Regular Education							
0% No Progress	100% Accomplished		Continue/Modify		Discontinue		

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Reduce the number of student disciplinary offenses.

Evaluation Data Sources: Disciplinary referrals will decline from the 2021-22 school year by 5%.

Strategy 1 Details			Reviews			
Strategy 1: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Signed letters, classroom discipline plans, Meet the teacher training			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Title I Schoolwide Elements:** 3.1 **Funding Sources:** - 461 Campus Activity Funds, - 199 Regular Education						

Strategy 2 Details			Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Behavior Intervention Plans			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** - 199 Regular Education						

Strategy 3 Details			Reviews			
Strategy 3: Address the increase in district bus referrals			**Formative**			**Summative**
Strategy's Expected Result/Impact: PBIS, Decrease in the number of bus referrals, Bus Monitors			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Funding Sources:** - 199 Regular Education						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Strategy 1 Details				Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan				**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus Emergency Plan **Staff Responsible for Monitoring:** All Staff **Funding Sources:** - 199 Regular Education				**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details				**Reviews**			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Guidance Lessons **Staff Responsible for Monitoring:** Principals, Counselor **Funding Sources:** - 224 Special Education, - 199 Regular Education				**Nov**	**Jan**	**Mar**	**May**
Strategy 3 Details				**Reviews**			
Strategy 3: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness & response				**Formative**			**Summative**
Strategy's Expected Result/Impact: Guidance lessons, technology lesson plans **Staff Responsible for Monitoring:** Principals, Counselor, Classroom Teachers, Computer Teacher **Funding Sources:** - 199 Regular Education				**Nov**	**Jan**	**Mar**	**May**
Strategy 4 Details				**Reviews**			
Strategy 4: Educate staff, parents and students on bullying prevention, policies and procedures				**Formative**			**Summative**
Strategy's Expected Result/Impact: Guidance Lesson, Copies of fliers and information shared with parents **Staff Responsible for Monitoring:** All Staff **Title I Schoolwide Elements:** 3.1, 3.2 **Funding Sources:** - 199 Regular Education				**Nov**	**Jan**	**Mar**	**May**
Strategy 5 Details				**Reviews**			
Strategy 5: Utilize the security doors throughout the school day and require visitors to wear badges on campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Visitor Log, Locked exterior doors, one drop off location, Lobby Guard System **Staff Responsible for Monitoring:** All Staff **Funding Sources:** - 199 Regular Education				**Nov**	**Jan**	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Routinely practice the procedures for all safety drills.	Formative			Summative
Strategy's Expected Result/Impact: Documented drills, PBIS Lesson plans	Nov	Jan	Mar	May
Staff Responsible for Monitoring: All Staff				
Funding Sources: - 199 Regular Education				

Strategy 7 Details	Reviews			
Strategy 7: Require that all parents/guardians have pick-up cards during dismissal times.	Formative			Summative
Strategy's Expected Result/Impact: All students dismissed in a safe and orderly fashion in a timely manner.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: All Staff				
Funding Sources: - 199 Regular Education				

Strategy 8 Details	Reviews			
Strategy 8: Insure that students and staff are free from sexual abuse and other maltreatment.	Formative			Summative
Strategy's Expected Result/Impact: Board Policy, Staff development records	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Principals and Staff Members				
Funding Sources: - 199 Regular Education				

Strategy 9 Details	Reviews			
Strategy 9: Maintain an effective discipline management plan that is communicated to students. staff, and parents.	Formative			Summative
Strategy's Expected Result/Impact: Student handbook, classroom management plans	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Principals, All Staff Members				
Title I Schoolwide Elements: 3.1				
Funding Sources: - 199 Regular Education				

Strategy 10 Details	Reviews			
Strategy 10: Continue with PBIS Mayes Motto in the Common Area	Formative			Summative
Strategy's Expected Result/Impact: Discipline referral, PBIS Data, Mustang Tickets, Weekly Assembly	Nov	Jan	Mar	May
Staff Responsible for Monitoring: PBIS Team, Principals Counselor, Teachers				
Funding Sources: - 483 Local Grant Funds				

Strategy 11 Details	Reviews			
Strategy 11: Classroom Guidance Lessons	Formative			Summative
Strategy's Expected Result/Impact: Lesson Plans	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Counselor, Teachers				
Funding Sources: - 199 Regular Education				

Strategy 12 Details	Reviews			
Strategy 12: Create safe drop off and pick up procedures	Formative			Summative
Strategy's Expected Result/Impact: Campus Safety Plan, "Pick Up" cards	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Mayes Staff, Principals				
Funding Sources: - 199 Regular Education				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication.

Strategy 1 Details	Reviews			
Strategy 1: Parent notification will be sent for students being placed on TIER II or TIER III for remediation	**Formative**			**Summative**
Strategy's Expected Result/Impact: Copies of Letters, SST Meeting Minutes **Staff Responsible for Monitoring:** Principal, Classroom Teachers **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I - $12,000	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Copies of Letters, SST Meeting Minutes **Staff Responsible for Monitoring:** Principal, Classroom Teachers **Funding Sources:** - 199 Regular Education	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Meetings will be conducted with parents of students with emotional needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Copies of Letters, SST Meeting Minutes **Staff Responsible for Monitoring:** Principal, Classroom Teachers, Special Education Teachers **Funding Sources:** - 224 Special Education, - 199 Regular Education, - 199 23 Special Education	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Improve Parent Communication	**Formative**			**Summative**
Strategy's Expected Result/Impact: Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &/or phone contacts, Student Handbook, Newsletters, Class DOJO, Parent Events throughout the year sign in sheets **Staff Responsible for Monitoring:** Principal, Classroom Teachers, All Staff **Funding Sources:** - 199 Regular Education, - 461 Campus Activity Funds, - 211 Title I	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meeting Minutes, Record of Attendance, Zoom Meetings **Staff Responsible for Monitoring:** Principal, Classroom Teachers, All Staff **Funding Sources:** - 461 Campus Activity Funds, - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Continue to implement the reporting system that is based on educational research for grades Pre-Kindergarten-2nd Grade, moving from an average number grading system to a reporting of mastery by objectives for each student.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reporting System **Staff Responsible for Monitoring:** Principal, Classroom Teachers **Title I Schoolwide Elements:** 3.2 **Funding Sources:** - 199 Regular Education				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Encourage parent involvement.

Evaluation Data Sources: Parent Comments

Strategy 1 Details		Reviews			
Strategy 1: Translate documents in the home language of each child.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Translated Documents		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Central Administration, Bilingual secretary, Bilingual Curriculum Chair					
Title I Schoolwide Elements: 3.2					
Funding Sources: - 199 Regular Education, - 199 25 ESL					

Strategy 2 Details		Reviews			
Strategy 2: Continue the automated calling system in emergency situations		**Formative**			**Summative**
Strategy's Expected Result/Impact: Call Log		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals					
Funding Sources: - 199 Regular Education					

Strategy 3 Details		Reviews			
Strategy 3: Provide access to student's grades online with the Grade book Parent Viewer.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Online Grade book		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, School Secretary, Parent Involvement Coordinator					
Funding Sources: - 199 Regular Education					

Strategy 4 Details		Reviews			
Strategy 4: Use Class DOJO, Facebook and Twitter, as well as weekly newsletters as a way to notify parents of school events and happenings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Class DOJO, Twitter, Facebook, Newsletters		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals					

Strategy 5 Details		Reviews			
Strategy 5: Employ a full time parent involvement coordinator.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Agendas and attendance records, call logs.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Director of Special programs, Parent Involvement Coordinator					
Title I Schoolwide Elements: 3.1, 3.2					

Strategy 6 Details		Reviews			
Strategy 6: Implement Class Dojo and Schoology for parent communication		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% parent participation on Class Dojo and Schoology		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff members **Title I Schoolwide Elements:** 3.1, 3.2					
0% No Progress	*100%* Accomplished	→ Continue/Modify		✕ Discontinue	

State Compensatory

Budget for Mayes Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 2.29
Brief Description of SCE Services and/or Programs

Personnel for Mayes Elementary School

Name	Position	FTE
Andrea Hayes	Curriculum Coordinator	0.29
Kelly Pyle	Reading Intervention	1
Lolly Cole	Reading Intervention	1

Title I Personnel

Name	Position	Program	FTE
Bernadette Pacheco	Instructional Assistant	Computer lab	1
Briana Moody	Instructional Assistant	Computer Tech	1.0
Kim Anderson	Reading Intervention		1
Sunny Mackey	Parent Involvement		1
Veronica Jones	Instructional Assistant		1
Yencys Rodriguez	Bilingual Interventionist		1

Campus Funding Summary

			199 Regular Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00

			199 Regular Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
1	3	5			$0.00
1	3	6			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	4			$0.00
1	7	5			$0.00
1	8	3			$0.00
1	8	4			$0.00
1	8	5			$0.00
1	8	6			$0.00
1	8	7			$0.00
1	9	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	6			$0.00

199 Regular Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
2	2	2			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	1	8			$0.00
3	1	9			$0.00
3	1	11			$0.00
3	1	12			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5			$0.00
4	1	6			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
				Sub-Total	$0.00
199 21 Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	7			$0.00

199 21 Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$0.00
1	7	4			$0.00
1	7	5			$0.00
1	9	1			$0.00
				Sub-Total	$0.00
199 23 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	8			$0.00
1	1	10			$0.00
1	1	13			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	4			$0.00
1	6	3			$0.00
1	6	5			$0.00
1	7	4			$0.00
1	7	5			$0.00
4	1	3			$0.00
4	1	5			$0.00
				Sub-Total	$0.00

199 24 Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	3			$2,000.00
1	1	4			$2,000.00
1	1	6			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	6			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	8	7			$0.00
2	1	3			$0.00
4	1	1			$0.00
				Sub-Total	$4,000.00

199 25 ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	1	13			$0.00
1	2	1			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	4			$0.00
1	6	1			$0.00

199 25 ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			$0.00
1	6	5			$0.00
1	7	4			$0.00
1	7	5			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	8	4			$0.00
1	8	7			$0.00
4	1	5			$0.00
4	2	1			$0.00
				Sub-Total	$0.00

211 Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$2,000.00
1	1	2			$0.00
1	1	3			$5,000.00
1	1	6			$102,181.00
1	1	11			$50.00
1	2	1			$12,574.00
1	2	2			$1,000.00
1	2	3			$0.00
1	2	4			$1,000.00
1	2	7			$102,181.00
1	4	2			$0.00
1	6	3			$3,735.00
1	6	5			$102,181.00
1	6	7			$0.00
1	7	4			$1,958.00
1	7	5			$2,180.00
4	1	1			$12,000.00

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4			$0.00
				Sub-Total	$348,040.00
224 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
1	1	13			$0.00
1	2	3			$0.00
1	7	4			$0.00
3	1	2			$0.00
4	1	3			$0.00
				Sub-Total	$0.00
255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
1	3	1			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	5	2			$0.00
1	6	1			$0.00
2	1	6			$0.00
				Sub-Total	$0.00
263 Title III, BIL/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13			$0.00
1	2	3			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	8	1			$0.00
1	8	4			$0.00
1	8	7			$0.00

263 Title III, BIL/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

288 Indian Education Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	2	1			$0.00
1	6	3			$0.00
				Sub-Total	$0.00

461 Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	3	1			$0.00
4	1	4			$0.00
4	1	5			$0.00
				Sub-Total	$0.00

483 Local Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
3	1	10			$0.00
				Sub-Total	$0.00
				Grand Total	$352,040.00

Addendums