

Denison Independent School District
Hyde Park Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hyde Park is an integral part of the Denison ISD, and serves approximately 450 students in grades PreK-4th. Our campus has two Head Start classes, two special education structured learning classes for cognitively impaired students and one structured learning class for students with autism in kindergarten-4th grade, a resource program for students struggling with learning differences, a dyslexia program, kindergarten classes, and 1st - 4th grade classes. The ethnic distribution of the campus has changed slightly over the last couple of years. According to the 2019 TAPR report, the Anglo population is approximately 68%; Hyde Park's African American population is about 8%; the Hispanic population is around 15%, and students categorized as two or more races is now about 10%. Roughly 58% of our student population is considered economically disadvantaged.

Demographics Strengths

The campus's overall attendance rate has consistently exceeded the 95% standard established by the state of Texas. The most recent attendance percentage for the campus overall, taken at the end of the first six weeks of the 2021-2022 school year, was 97%, which is about where it was at the end of the 2018-2019 school year. Our 1st through 4th grade students were all over 97% during the first six weeks of this school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hyde Park has seen an increase in the number of students with chronic attendance issues. **Root Cause:** Due to the COVID pandemic, making sure their children are in school, on time, and every day is not a priority to several of our families due to reported health concerns. We have seen a large percentage of attendance issues from those who chose virtual learning last year.

Student Learning

Student Learning Summary

All students in Denison, in Texas, and in the US abruptly moved to remote learning March 2020 to May 2020 in response to the COVID-19 pandemic. Remote learning was an option for parents during the 2020-2021 school year. At the end of the 1st semester, Hyde Park had approximately 17% enrolled in remote learning.

Students were not assessed with STAAR in 2020 due to COVID-19. 2019 and 2021 data shows that the percentage of students scoring at Approaches, Meets, and Masters levels were consistent with or greater than the district and state averages on all subjects. In June, 2019, Hyde Park received a STAAR rating of Met Standard in all categories, and received 1 of 5 Designation Distinctions. Hyde Park received an overall grade of 77. At the same time, we were also recognized as an Honor Roll School for 2018-2019. Distinction Designations were not awarded in 2021.

Multiple sources of evidence indicate that the campus is focused on continuous improvement. There are efforts to include all stakeholders in decision making as evidenced by campus faculty meetings, Campus Improvement Council meetings, Head Start parent involvement activities, weekly PLC meetings, and campus parent involvement activities.

Student Learning Strengths

A review of student performance from the 2019 and 2021 STAAR tests for 3rd and 4th grades indicated the campus is consistently scoring at or greater than the district and state averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of students meeting the passing standard on 4th Grade Writing was 69% in 2019 and 74% in 2021. **Root Cause:** Writing instruction occurs mainly in isolated subjects rather than across the curriculum.

Problem Statement 2 (Prioritized): On the 2019 Accountability Report: Closing the Gaps-Domain 3, zero of ten targets were met for Growth Status. **Root Cause:** Students in 4th grade did not show adequate growth from 3rd to 4th grade as the district and campus focus has been to meet the minimum passing standard of approaches grade level.

School Processes & Programs

School Processes & Programs Summary

Staffing has been stable with many employees having been on the campus for years. However, with the changes in the district, new staff members join the campus yearly. In 2018, we added an additional certified interventionist and this year we added a 5th first grade classroom. We continue to employ 1 full-time Title I instructional assistant, primarily to support our kindergarten through 2nd grade students. Recruiting and retaining highly qualified employees is a top goal for the campus. The campus has adopted the district's plans to address recruitment and retention efforts, succession plans, and staff stability. Key positions are filled with staff who are capable and willing to wear many hats. In addition to multiple job roles, the campus has clear plans for succession so that many who assume a new role have an official or unofficial mentor. A competitive district salary schedule allows the campus to recruit teachers within Texas as well as outside of the state.

Professional learning communities provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, professional learning communities meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum. Professional development is a high priority in Denison ISD. Each year a comprehensive needs assessment is used to design professional learning with input from teachers, principals, curriculum coordinators, and central office administrators. Professional development opportunities within and outside the campus are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented, and professional development calendars give employees options for their learning. All Kindergarten through Third grade teachers and principals are enrolled in the HB 3 Texas Reading Academy to be completed by the end of this school year.

School Processes & Programs Strengths

Denison ISD provides a strong and direct program to indoctrinate teachers new to the campus and specifically new to education. Hyde Park 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.

Curriculum coordinators lead summer grade-level trainings to analyze units and instruction for rigor and alignment to the TEKS, and to review test data to see what is working. All teachers are involved. The curriculum coordinators are available to the teachers, connecting central office to the campus. There has been a strategic plan in place to get PLC's functioning with the purpose of ensuring engaging instruction in every classroom. This is part of a long-range plan that was developed several years ago and is a basic structure for improving the schools. Curriculum units are housed in forethought and are all online. On a shared network, instructional practices are available. Curriculum is refined every summer based upon what Denison ISD needs to do to help teachers help students. Delivering the curriculum is what the campus is about. PLC's (professional learning communities) work on curriculum and delivery. K-4 curriculum coordinators are gifted and talented teachers some days and other days are campus-wide curriculum coordinators. These coordinators evaluate curriculum, develop common assessments, and work in a systematic way to lead and empower teachers.

In 2015-2016, Hyde Park implemented the Standard Treatment Protocol for Response to Intervention in both academics and behavior. These protocols continue to be used and are extremely effective. When looking at common assessment and benchmark data, teachers will continue to use the Problem Solving Protocol. Teachers at Hyde Park are provided time to plan and collaborate with each other on lesson plans and to look at student data during PLCs. During the 2021-2022 school year, there has been a renewed interest in and additional resources provided for the RTI process here at Hyde Park by both the administrators and teachers. Each grade level has also implemented a 45 minute W.I.N. time to address the needs of all three tiers of students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Adequate academic growth did not happen for our 2018-2019 4th grade students. **Root Cause:** While we review data on a weekly basis, we must do a better job of using the data to drive meaningful , appropriate instruction.

Problem Statement 2 (Prioritized): Adequate academic growth did not happen for our 2018-2019 4th grade students. **Root Cause:** We are not providing challenging instruction for our students at and/or above grade level criteria.

Perceptions

Perceptions Summary

Communication efforts are strong within the campus as well as with stakeholders outside of the campus, and it is two-way and ongoing. The campus regularly notifies community members and others through web sites, newsletters, emails, Face Book, etc. There is a focus on student success. Citywide support for the campus is tremendous. Multiple partnerships and foundations give millions of dollars for resources and facilities renovation. Organizations, clubs, and individuals give annually so that the campus can provide a quality education for all students.

Hyde Park sends a weekly campus newsletter to parents and consistently utilizes the Class Dojo messaging system for individual classes. Our Parent Involvement Coordinator works collaboratively with the principal, counselor and staff to increase parent involvement opportunities.

High expectations for student success are the basis for decisions made in Denison ISD and at Hyde Park Elementary. A clear focus on student achievement has been established by the institutionalization of professional learning communities across the campus. Several years ago, led by an initiative from central office, campus leaders studied Richard DuFour's blueprint for forming collaborative teams to focus on improving instruction. These job-embedded learning opportunities are "non-negotiable" according to campus administrators. Time is designated weekly at Hyde Park for the PLCs, and some central office administrators regularly visit to support the on-going professional dialogue and instructional planning. Teachers analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by the principal and central office staff. In addition to PLCs, the campus is committed to collaborative meetings, administrative and campus meetings, and book studies. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

High expectations for student behavior is demonstrated through the campus PBIS initiative. The school-wide "Positive Behavior Interventions and Supports" is a model that provides Hyde Park with a program development model, which leads our school staff through the design and implementation of a comprehensive, proactive school-wide discipline system tailored for our school. The PBIS initiative works with our entire staff towards the goal of developing a school that is data-driven in our efforts toward becoming more safe, civil and productive.

Perceptions Strengths

Grade levels across the campus are engaged in the Professional Learning Community (PLC) process. Campus committees consistently refer to the guiding questions of a PLC;

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Through PBIS, Hyde Park has implemented PRIDE ceremonies to celebrate achievements and accomplishments. Our PRIDE behavior consists of being Prepared, Respectful, having integrity, being Determined, and showing Excellence in Everything we do. This behavior is reinforced daily through the use of components from our PBIS system. At the beginning of the 2nd semester, we will also be re-implementing a "buddy program" for several students on campus, aimed at reinforcing PRIDE behavior and inclusion efforts for our Structured Learning Classroom students.

For the 2020-2021 and 2022-2022 school years, we are once again able to employ a full-time Parent Involvement Coordinator. She continues to work with Hyde Park parents and staff. Other strengths include parents' involvement, open communication, and foundation support.

During the 2020-2021 school year, two classroom teachers held school-wide parent informational nights via zoom to discuss ways parents can assist their children with math concepts and homework at home. Resources were also sent home to the parents that attended the meetings.

Our Head Start Program offers several family involvement activities during the school year, and our classroom teachers (PK-4th) are required to hold at least 2 parent conferences during the year. During the 2020-2021 school year, those conferences were held virtually through zoom but this year, the conferences are once again face to face.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and community members are feeling isolated from their child's school, teachers, and peers. **Root Cause:** Due to Covid-19, restrictions were put in place that prohibited parents from coming into the schools for lunch, meetings, assemblies and family nights.

Priority Problem Statements

Problem Statement 4: Hyde Park has seen an increase in the number of students with chronic attendance issues.

Root Cause 4: Due to the COVID pandemic, making sure their children are in school, on time, and every day is not a priority to several of our families due to reported health concerns. We have seen a large percentage of attendance issues from those who chose virtual learning last year.

Problem Statement 4 Areas: Demographics

Problem Statement 1: Parents and community members are feeling isolated from their child's school, teachers, and peers.

Root Cause 1: Due to Covid-19, restrictions were put in place that prohibited parents from coming into the schools for lunch, meetings, assemblies and family nights.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: On the 2019 Accountability Report: Closing the Gaps-Domain 3, zero of ten targets were met for Growth Status.

Root Cause 3: Students in 4th grade did not show adequate growth from 3rd to 4th grade as the district and campus focus has been to meet the minimum passing standard of approaches grade level.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: Adequate academic growth did not happen for our 2018-2019 4th grade students.

Root Cause 2: We are not providing challenging instruction for our students at and/or above grade level criteria.

Problem Statement 2 Areas: School Processes & Programs

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
- 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)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless 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
- School safety data

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
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices

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 STAAR Meets level and/or demonstrate at least one years growth on STAAR 2022.





Evaluation Data Sources: STAAR Scores - 2022
 Domain I - Student Achievement Report
 Domain II - Student Progress Report
 Domain III - Closing the Gaps Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Disaggregate data for all students, including at-risk Strategy's Expected Result/Impact: PLC Minutes, lesson plans, STAAR Exams, AYP Expectations</p> <p>Lesson plans will be specifically designed to meet students' needs based on data. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Refine the curriculum in core academic areas Strategy's Expected Result/Impact: Universal Screeners, Teacher-developed Common Assessments, District Benchmarks</p> <p>Lessons will be designed that align with curriculum documents. Staff Responsible for Monitoring: Classroom Teachers, Special Program Teachers Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Use PLC time to analyze data and formulate a plan for those who did not learn, as well as those that already know it.</p> <p>Strategy's Expected Result/Impact: PLC agendas and meeting minutes, lesson plans</p> <p>Instruction will be designed to meet students' needs based on the data.</p> <p>Staff Responsible for Monitoring: All Teachers, Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning</p> <p>Strategy's Expected Result/Impact: Lesson plans, PLC agendas and meeting minutes</p> <p>Grade level collaborative, engaging lessons will be designed to meet students' needs.</p> <p>Staff Responsible for Monitoring: Teachers, Curriculum Coordinators, Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications</p> <p>Strategy's Expected Result/Impact: IRead Reading Program, Imagine Math, Amira Reading, Teacher-developed Common Assessments, District Benchmarks, Reflex Math, eSpark</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principal, Counselor, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 224 Special Education, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide additional time, support, and opportunities for students who are not successful</p> <p>Strategy's Expected Result/Impact: iRead results, Imagine Math results, Amira Reading, eSpark, Reflex Math, tutoring sign in sheets, CLI, TPRI, Rigby, common assessments and benchmarks, WIN time plans</p> <p>Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 211 Title I, - 224 Special Education, - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide enrichment opportunities for students who are initially successful</p> <p>Strategy's Expected Result/Impact: iRead, Imagine Math, Amira Reading, Reflex Math, Common Assessments, Benchmarks, Lesson Plans, WIN time plans</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselor</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Recruit and retain highly qualified staff. Assist all staff in achieving and maintaining highly qualified status. Provide high quality staff development for 100% of instructional staff.</p> <p>Strategy's Expected Result/Impact: Professional Development Schedule, Personnel files, Attendance data</p> <p>Staff Responsible for Monitoring: Principal, Assistant Superintendent for Administrative Services, Director of Instruction, Special Education Coordinator, Director of Special Programs</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Funds - 211 Title I, - 255 Title II, Part A, - 199 Regular Education, - 199 23 Special Education, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: Integrate and coordinate Title I services with all state and locally funded programs. Strategy's Expected Result/Impact: Budgets, Meeting Agenda, Meeting Minutes</p> <p>All funds will be appropriately allocated and managed to provide needed materials, services, and personnel to improve instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Director of Special Programs, Campus Improvement Council</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Encourage teachers to incorporate emerging technology to improve student learning Strategy's Expected Result/Impact: Lesson Plans, iRead, Imagine Math, Reflex Math, Amira, eSpark Staff Responsible for Monitoring: Teachers, Principal, Curriculum Coordinators, Curriculum Director Title I Schoolwide Elements: 2.5 Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education, - 199 25 ESL, - 263 Title III, BIL/ESL, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: Implement and promote a Comprehensive School Health Program. Strategy's Expected Result/Impact: Copies of menus, minutes of from meetings, and participation in annual school health fair. Staff Responsible for Monitoring: Director of Food Service, Director of Special Programs, School Nurse, Coaches, Principal, and Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide a summer accelerated instructional opportunity for identified elementary students in grades 1, 2, and 3. Strategy's Expected Result/Impact: Attendance records of students, Student academic data. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principal, and 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 Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 13 Details	Reviews			
<p>Strategy 13: Provide materials to meet the needs of students in all academic programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction and student learning.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR Reading

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special program teachers, principal, CTC, counselor, instructional assistants</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Complete and implement plans for remediation for all students demonstrating weakness in reading</p> <p>Strategy's Expected Result/Impact: Student RtI packets, lesson plans, PLC agenda and meeting notes, STAAR reading results</p> <p>Staff Responsible for Monitoring: Classroom teachers, special program teachers, principal, counselor, instructional assistants</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify and provide specialized instruction for students with dyslexia.</p> <p>Strategy's Expected Result/Impact: Reading performance will improve with specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principals, Dyslexia Coordinator, Director of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Review and implement RtI procedures.</p> <p>Strategy's Expected Result/Impact: Additional services will be provided to students who are not performing at Tier I level.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Instruction</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Complete and implement plans for remediation for all students demonstrating weakness in reading.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Reading Teachers, Reading Intervention ists</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide materials to meet the needs of students in reading programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Assess and monitor the reading level and progress of each student in Pre-K through 2nd grade using a district approved standardized instrument.</p> <p>Strategy's Expected Result/Impact: Middle of Year and End of Year reading results will be monitored to determine reading ability and ensure progress for all PK - 2nd grade students.</p> <p>Staff Responsible for Monitoring: Directors, PK-2nd grade teachers, Curriculum Coordinators and Principals.</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p>Staff Responsible for Monitoring: Curriculum Coordinators, Director of Special Programs and Principals.</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide targeted accelerated learning opportunities (small group tutoring, extended school year, etc.) for all students scoring at the Did Not Meet level in reading.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Principals, Classroom Language Arts Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Design Academic Learning Plans for students who in grade 3 who did not reach the Approaches level in reading. Strategy's Expected Result/Impact: Reading performance will improve with individual, specialized instruction. Staff Responsible for Monitoring: Principals, Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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 Mathematics.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes, and WIN time .</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special program teachers, principal, counselor, instructional assistants</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 255 Title II, Part A, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Specifically focus on students' needs during intervention times.</p> <p>Strategy's Expected Result/Impact: Math performance will improve with individual, specialized instruction.</p> <p>Staff Responsible for Monitoring: Classroom teachers, reading intervention ists, instructional assistants</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate the effectiveness of in-school remedial programs.</p> <p>Strategy's Expected Result/Impact: Common assessment, benchmark exams and other formative assessments will be administered to monitor student progress during the school year to evaluate the effectiveness of remedial programs.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I, - 199 23 Special Education, - 199 25 ESL, - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Review and persistently implement RtI procedures</p> <p>Strategy's Expected Result/Impact: Campus Standard Treatment Protocol for RtI, PLC agendas and meeting notes, progress monitoring data</p> <p>Staff Responsible for Monitoring: Classroom teachers, reading interventionists, special program teachers, principal, counselor, instructional assistants, curriculum coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Change instructional assignments to include resource class instruction and inclusion assistance.</p> <p>Strategy's Expected Result/Impact: Additional services will be provided to students according to ARD committee decisions.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Special Education Diagnosticians</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state.</p> <p>Strategy's Expected Result/Impact: Lessons will be designed that align with curriculum documents. Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Principals, Curriculum Coordinators, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Attend professional development sessions to improve math instructional strategies.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Instruction, Math Department Chairs</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 8 Details	Reviews			
Strategy 8: Provide materials to meet the needs of students in math programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Principals, Classroom teachers Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Provide accelerated learning opportunities (small group instruction, tutoring, remediation classes, extended year, etc.) for students scoring at the Did Not Meet or Approaches level in math. Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts. Staff Responsible for Monitoring: Principals, Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Design Academic Learning Plans for students who in grades 3 who did not reach the Approaches level in math. Strategy's Expected Result/Impact: Math performance will improve with individual, specialized instruction. Staff Responsible for Monitoring: Principals, Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: 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			
<p>Strategy 1: Attend staff development sessions to provide training on teaching strategies for improving writing skills. Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lessons will be designed to improve students' writing skills. Staff Responsible for Monitoring: Director of Instruction, Director of Special Education, Campus Principals, Curriculum Coordinators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Use rubrics for assessing four different types of writing. Strategy's Expected Result/Impact: Students and teachers will be familiar with four types of writing and be able to score a writing sample using developed rubrics Staff Responsible for Monitoring: Curriculum Coordinators, Director of Instruction, Campus Principals, Department Chairs Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Complete and implement plans for remediation for all students demonstrating weakness in writing. Strategy's Expected Result/Impact: Writing performance will improve with individual, specialized instruction. Staff Responsible for Monitoring: Campus Principals, Department Chairs, Curriculum Coordinators Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials to meet the needs of students in writing programs.</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 199 23 Special Education, - 199 21 Gifted and Talented, - 199 24 Compensatory Education, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 5: English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2022 STAAR.

- Evaluation Data Sources:** 1. STAAR
2. Tejas Lee Reading Assessment
3. TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide materials to meet the needs of the students in the bilingual program and ESL</p> <p>Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Instructions, Principal, Counselor, Textbook Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 25 ESL, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to encourage teachers to obtain ESL certification</p> <p>Strategy's Expected Result/Impact: Two additional campus teachers with ESL certification</p> <p>Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers</p> <p>Funding Sources: - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey)</p> <p>Strategy's Expected Result/Impact: All parents will be informed of school information.</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Family Involvement Coordinator, Director of Special Programs, Director of Instruction</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP).</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, principal, counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will accelerate students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 263 Title III, BIL/ESL, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 6: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% to 56% by June 2022. (Five year goal 2024 = 58%)

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the reading level and progress of each student in PK - 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: CIRCLE progress monitoring results for PK, TX KEA progress monitoring results for kindergarten, and TPRI/Tejas Lee results for 1st and 2nd grades are used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: PK-2nd grade teachers, Principal, Curriculum Corodinators, Director of Instruction, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus administrators and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Director of Instruction and Curriculum Coordinators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 Regular Education, - 211 Title I, - 255 Title II, Part A, - 199 24 Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve balanced literacy instruction by offering teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage the in the education and improvement of reading skills of their children.</p> <p>Strategy's Expected Result/Impact: Reading scores will improve.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Parents, Director of Instruction, Director of Special Programs,</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 7: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 68% to 70% by June 2022. (Five year goal 2024 = 72%)

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement





Strategy 1 Details	Reviews			
<p>Strategy 1: Assess and monitor the math performance level and progress of each student in PK through 2nd grade using a district approved standardized instrument. Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel.</p> <p>Strategy's Expected Result/Impact: Imagine Math blueprints is used to guide instruction. PLC notes and lesson plans identify specific instructional strategies. Assessment results show student growth.</p> <p>Staff Responsible for Monitoring: Principal, teachers, Director of Instruction, curriculum coordinators, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 24 Compensatory Education, - 211 Title I, - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to campus administrators and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students'</p> <p>Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve mathematics instruction by offering campus administrators and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences.</p> <p>Strategy's Expected Result/Impact: Improvement in numeracy and fluency skills will be evident with focused instruction in math.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Curriculum Coordinators, Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children.</p> <p>Strategy's Expected Result/Impact: Math scores will improve.</p> <p>Staff Responsible for Monitoring: Principal, teachers, Director of Instruction, Director of Special Programs, parents</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Create a campus and 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 of kindness and compassion.

Strategy 1 Details	Reviews			
Strategy 1: Continue the Rachel's Challenge Program Strategy's Expected Result/Impact: Discipline records, universal screener, documented activities Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: Discipline records, universal screener, copies of documents Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel Funding Sources: - 483 Local Grant Funds, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement District RtI Behavior Procedures Strategy's Expected Result/Impact: RtI Behavior Standard Treatment Protocol, PLC agendas and meeting notes, discipline records, universal screener Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers, elementary counselors, all support personnel Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue Positive Behavior Initiative and Support (PBIS) Strategy's Expected Result/Impact: Discipline records, PBIS data Staff Responsible for Monitoring: PBIS team, principal, counselor, teachers, all support personnel Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Create a campus and 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 95% or better.

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Employment records Staff Responsible for Monitoring: Central office administrators, elementary administrators, Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide parent training Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, parent interest surveys Staff Responsible for Monitoring: Central office administrators, elementary administrators, elementary teachers, elementary counselors Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Monitoring of attendance and communicating with students and parents Strategy's Expected Result/Impact: Parent contacts, truancy warning notifications, AEIS attendance data Staff Responsible for Monitoring: Elementary truant officer, principal, nurse, counselor, principal, teachers Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Create a campus and 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 2019-2020 school year.

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. Strategy's Expected Result/Impact: Signed letters Staff Responsible for Monitoring: Principal, classroom teachers, secretary Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Discipline records Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue Positive Behavior Initiative and Support Strategy's Expected Result/Impact: PBIS monthly and yearly data Staff Responsible for Monitoring: Campus principal, counselor, PBIS team, teachers, support personnel, campus staff Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Address the increase in district bus referrals. Strategy's Expected Result/Impact: Decrease in number of bus referrals Staff Responsible for Monitoring: Campus Principals, Director of Transportation Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Strategy's Expected Result/Impact: District Emergency plan, safety drill records Staff Responsible for Monitoring: Central office staff, principal, School Safety Officer Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Organize procedures for a safer drop-off and pick-up zone on campus Strategy's Expected Result/Impact: Campus safety records Staff Responsible for Monitoring: Campus Improvement Council, principal, counselor, teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Discipline records Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Principal Funding Sources: - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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 Strategy's Expected Result/Impact: Online safety documents, meeting minutes, sign in sheets Staff Responsible for Monitoring: Director of Technology, principal, technology managers, counselor, classroom teachers, technology managers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Educate staff, parents and students on bullying prevention, policies and procedures. Strategy's Expected Result/Impact: Copies of flyers and information shared with parents, agendas, meeting minutes, sign in sheets Staff Responsible for Monitoring: Director of Special Programs, counselor, principal, teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May





Strategy 6 Details	Reviews			
Strategy 6: Insure that students and staff are free from sexual abuse and other maltreatment. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Presentation sign-in sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, Principal, Counselor Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Maintain an effective Discipline Management Plan that is communicated to students, parents, & staff. Strategy's Expected Result/Impact: Board Policy, Campus Improvement Plans, Student Handbooks, Sign-in sheets from sessions Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Principal, teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Provide training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students on Suicide Prevention. Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction, & Principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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.

Evaluation Data Sources: Campus parent involvement documentation

Strategy 1 Details	Reviews			
Strategy 1: Parent notification will be sent for students being placed on TIER II or TIER III for remediation. Strategy's Expected Result/Impact: Copies of letters, contact logs, meeting minutes Staff Responsible for Monitoring: Principal, classroom teachers Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	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. Strategy's Expected Result/Impact: Copies of letters, contact log Staff Responsible for Monitoring: Director of Special Programs, Campus Principal, Counselor, Classroom teachers Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Meetings will be conducted with parents and teachers of students with autism. Strategy's Expected Result/Impact: Meeting minutes, agendas, sign in sheets Staff Responsible for Monitoring: Director of Special Education, Diagnosticians. Principal, Counselor Funding Sources: - 199 23 Special Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Meetings will be conducted with parents of students with emotional needs. Strategy's Expected Result/Impact: Meeting minutes, agendas, sign in sheets Staff Responsible for Monitoring: Director of Special Education, Diagnosticians. Principal, Counselor Funding Sources: - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Improve Parent Communication by offering and utilizing Parent Meetings, Gradebook Home Portal, Class Dojo, Facebook, District Website, Written Parental Involvement Policy, Written Correspondence, Home Visits/Phone contacts, Student Handbook Strategy's Expected Result/Impact: Letters, meeting minutes, sign in sheets, online parent viewer, correspondence, records of home visits and/or phone contacts, Student Handbook Staff Responsible for Monitoring: Central office administrators, principal, counselor, teachers, technology support staff Title I Schoolwide Elements: 3.2 Funding Sources: - 211 Title I, - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May





Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct activities that provide parents the opportunity to play an active role in their student's learning experience-strengthening ties between home and school.</p> <p>Strategy's Expected Result/Impact: Meeting minutes, sign in sheets, parent survey results</p> <p>Staff Responsible for Monitoring: Principal, Head Start office staff, classroom teachers, counselors, Director of Special Programs, Director of Special Education</p> <p>Funding Sources: - 199 Regular Education, - 205 Head Start, - 211 Title I, - 199 21 Gifted and Talented, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Translate documents in the home language of each child.</p> <p>Strategy's Expected Result/Impact: This will provide better communication with all families.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Special Programs, Family Involvement Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.





Evaluation Data Sources: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Strategy 1 Details	Reviews			
Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten Strategy's Expected Result/Impact: Meeting minutes, sign in sheets from parent meetings Staff Responsible for Monitoring: Principal, Head Start office staff, Director of Special Programs Funding Sources: - 199 Regular Education, - 205 Head Start, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue sending Tiger's Tale Bulletin every Friday Strategy's Expected Result/Impact: Update the Tiger's Tale Bulletins on file Staff Responsible for Monitoring: Principal, classroom teachers Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to send Parent Surveys Strategy's Expected Result/Impact: Survey results and completion data Staff Responsible for Monitoring: Campus Improvement Council, principal Title I Schoolwide Elements: 3.1 Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of math and reading skills of their children. Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their students. Staff Responsible for Monitoring: All Teachers, Principal, Family Involvement Coordinator, Director of Special Programs, Director of Instruction Title I Schoolwide Elements: 3.2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue conducting a minimum of two parent conferences per year. Strategy's Expected Result/Impact: Parent conference logs Staff Responsible for Monitoring: All Teachers Title I Schoolwide Elements: 3.1 Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Collaborate with local and regional agencies to provide parents with multiple opportunities to increase their knowledge in supporting their children through school.</p> <p>Strategy's Expected Result/Impact: Parent Participation registers</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p> <p>Funding Sources: - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 211 Title I, - 205 Head Start, - 199 Regular Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Employ a Parent Involvement Coordinator to work with parents of pre-school through fourth grade on strategies to support their children academically, socially, and emotionally.</p> <p>Strategy's Expected Result/Impact: Agendas and attendance records of meetings, parent response forms.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Parent Involvement Coordinator, Principal, Counselor</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify needs of homeless children and youth. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services to homeless children and youth. Strategy's Expected Result/Impact: Insure all students have an opportunity to learn, regardless of their circumstances. Staff Responsible for Monitoring: Director of Special Programs, Principals, Counselors Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Hyde Park Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Hyde Park Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Leslie Banks	Dyslexia Specialist	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We complete our Needs Assessment each year based on our assessments and other appropriatedata. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents, business members from the community, and other community members.

2.2: Regular monitoring and revision

We monitor our plan 4 times each year and adjust our goals and strategies as needed.

2.3: Available to parents and community in an understandable format and language

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting.

2.4: Opportunities for all children to meet State standards

We work hard so all students are successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year and make accommodations and changes as needed.

2.5: Increased learning time and well-rounded education

Each student at Hyde Park is given the opportunity for small group instruction if needed. We look at each student as an individual and do all we can to meet individual needs.

2.6: Address needs of all students, particularly at-risk

Each student at Hyde Park is given the opportunity for small group instruction if needed. We look at each student as an individual and do all we can to meet individual needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, conferences as needed.

3.2: Offer flexible number of parent involvement meetings

Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jenna Barton	Instructional Assistant	Title I	1.0
Lisa Martin	Instructional Assistant	Title I Reading/Math	1.0
Melissa Garcia	Parent Involvement Coordinator	Title I	1.0
Pam Bellermann	Interventionist	Title I Reading/Math	1.0

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Becky Suthers	Principal
Administrator	Kim Potter	Assistant Principal
Classroom Teacher	Kristal Fuller	4th Grade Teacher
Classroom Teacher	Kisha Williams	1st Grade Teacher
Classroom Teacher	Jessica Connor	Pre-Kindergarten Teacher
Non-classroom Professional	Pam Bellermann	Interventionist
Non-classroom Professional	Holley Murphy	Counselor
Parent	Jeremy Pilcher	Parent
Parent	Katie Miller	parent

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	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00

199 Regular Education

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

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

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	4			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
2	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	8			\$0.00
1	1	10			\$0.00
1	3	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$0.00
4	1	6			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
205 Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			\$0.00
4	2	1			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	8	Title I Funds		\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00

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

288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	3	3			\$0.00
1	7	1			\$0.00
Sub-Total					\$0.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums