

**Denison Independent School District**  
**Mayes Elementary School**  
**2024-2025 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mayes Elementary School currently has 513 students; with 164 being bilingual and 349 being monolingual. All of the bilingual students are Spanish speakers. Mayes Elementary School currently serves as the district bilingual campus.

Our student population has decreased slightly this year, by 1.01%. Due to the district redrawing attendance lines. We started the 2022-23 school year with 469 students, the 2021-22 with 449 students, and last year started with 521 students. Our bilingual population has remained consistent in our grades, however in kindergarten, first grade, and second there has been an influx. Last year we had an influx of second grade students that qualified for the bilingual program, so a first grade section was added, and this year we added an additional section of second grade. All other grade levels are at or approaching the maximum capacity of 21 students. Our bilingual population increased by 12.9% last year and 12.6% this year.

The number of economically disadvantaged students decreased by 6.9%, going from 70% to 63.9%. This is 1.6% higher than our district average of 62.3%.

During the last 3 years our mobility rate on the annual TAPR has varied. During the 2020-21 school year our mobility rate was at 16.7%, then in 2021-22 dropped to 15.8%, in 2022-23 it had dropped to 12.0%.

Mayes attendance rate has varied over the last 5 years. The COVID-19 pandemic causes the variation. During the 2021-22 school year our rate was 83.9% during the pandemic, however we are currently at 95.5% for the 2023-24 school year. This year we are holding tribunal meetings with our families, making daily phone calls by our attendance clerk to check when a student is absent, and having student recognition celebrations for perfect attendance.

The number of students that are gifted and talented has decreased from 1.3% to 1.1%. This is significantly below the state average of 8.2%. Our special education percentages vary each year. During 2020-21 it was 8.7%, and during the 2021-22 school year it was at 9.4%. During the 2022-23 school year it rose to 10.9%. Our percentage remains lower than the state and district averages.

Currently, we have 9 bilingual classroom teachers. 77% have completed their bilingual certification. We continue to recruit certified 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
- Weekly assemblies celebrating perfect attendance with student with 0 tardies
- Telehealth Services
- Full time nurse
- Truancy Prevention Measure Meetings
- Tribunal Meetings with families

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

We have hired a bilingual diagnostician to evaluate our students.

We have a full time assistant principal on campus.

We have a part time bilingual curriculum facilitator.

We have hired a part time bilingual special education teacher.

We have hired a part time bilingual dyslexia teacher.

We have addressed the need for additional bilingual teachers by adding a second section of kindergarten and first grade.

We send out weekly newsletter in both English and Spanish.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our bilingual program continues to struggle to recruit highly qualified teachers. Currently 77% of our bilingual classroom teachers are certified. **Root Cause:** The shortage of bilingual teachers in the area.

# Student Learning

## Student Learning Summary

	3rd Reading (Eng/Sp)	3rd Math (Eng/Sp)	4th Reading (Eng/Sp)	4th Math (Eng/Sp)
23-24	76%	73%	81%	65%
22-23	80%	76%	85%	91%
21-22	79%	84%	79%	74%
20-21	71%	67%	69%	74%
18-19	71%	68%	69%	69%

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 continue to work on student growth from year to year, and focus on our subpopulations. When we analyzed subpopulations on all tests, we found that our lowest subpopulations were Special Education (42%), African American (44%), EB/EL (53%) and Hispanic (55%).

2023 School Report Cards has not been released at this time. Previously years the campus received an overall rating of a "B". The campus has significantly improved from the 2018-19 school year where the campus received an "D".

We are focused on student growth and achievement. We are recognizing student growth at each grade level by conducting weekly celebrations. We are also analyzing student data and growth during PLC meetings, and focusing on interventions being made.

## Student Learning Strengths

- Tutoring provided 3 days per week to all grade levels by certified teachers.
- Imagine Math used in K-4
- Reflex Math to assist with math facts and fluency
- PLC Team Meetings
- Monolingual Curriculum Coach
- Bilingual Curriculum Facilitator

- Focused improvement on TIER 1 Instruction
- Data driven instruction
- K-2 Essential Standards Created and Tracked
- Established goals by students, teachers, and administrators
- Weekly Celebrations
- Positive Reinforcements
- Bilingual Resource Teacher
- Bilingual Special Education Teacher
- Certified Bilingual Teachers in 3rd and 4th grade
- Writing Curriculum-Patterns of Power

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** 57% of our EB/EL and 59% of our Hispanic students were at the approaches level on STAAR Assessment (RLA and Math). **Root Cause:** These students are learning a second language, are at risk, and several are new to Texas.

**Problem Statement 2:** 40% of our Special Education Students were at approaches level on STAAR Math Assessment. **Root Cause:** These students are diagnosed with a disability, but they are expected to perform at or above grade level.

**Problem Statement 3:** 19% of our 3rd and 4th grade students taking STAAR RLA/Math were at Master Level. **Root Cause:** The students were challenged with new test types.

**Problem Statement 4:** Mayes' paraprofessional supports are comparable to the other elementary schools, however, Mayes population is much larger. **Root Cause:** Mayes' does not have funding to hire additional paraprofessional support. Often the paraprofessionals are called to substitute in classes, and cannot support teachers.

# 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 date, 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 STAAT has led to the need for additional support in the resource classroom in the form of a full time instructional aide. The number of bilingual students requiring dyslexia and special education support in their native language have led to the hiring of a certified teacher that covers both areas.

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. Even with the teacher shortage we have faced, our campus is 100% staffed.

Recruiting Bilingual staff members continues to be an area of concern. Our district has a competitive 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. This year staff members have joined cadres they have an interest within. Those cadres are: PBIS, Hospitality, Staff Morale, Safety and Security, and Behavior.

Denison ISD has implemented a school calendar that has built in professional development days and planning days to allow teachers time to plan engaging lessons.

Mayes has converted to a 1:1 campus with all students having personal Chromebooks.

Our district has common assessments that are administered after each unit to students. Students are given benchmarks during the year to prepare for state assessments. This year we are utilizing Interim Assessments which will prepare students for the STAAR Testing platform. 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 to house curriculum documents. There are SST meetings held throughout the school year, where interventions are discussed for student improvement and growth. Changes are made as needed.

Due to the size of our campus we have an assistant principal.

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

Mayes teachers are working to increase the rigor, by focusing on essential standards for our students in the areas of math and reading/language arts.

Mayes has hired a full time student resource officer to ensure the safety of all students.

Mayes has added a bilingual section at the kindergarten and first grade level to meet the needs of our Bilingual population.

### **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.

Mayes has had an increase in the number of dyslexic students. We need to implement a strong tier 1 phonics program. This year we are using HMH phonics piece with fidelity.

In previous years Mayes teacher retention has been phenomenal at Mayes. At the end of the 2023-23 school year Mayes had 3 teachers resign. The 2023/24 principal retired and was replaced with current principal. We have 4 new teachers this year, however 1 was an additional bilingual 2nd grade classroom.

Our 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 Announcements
- PTO
- Teacher Cadre
- Safety plans in place
- Staff development sessions
- Quaver Lessons
- District General Education Behavior Specialist
- Additional bilingual sections in K and 1
- Collaboration amongst staff members
- Mentor Program

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The number of dyslexic students continues to increase, and we have many 2nd grade students waiting to be evaluated. **Root Cause:** We need to ensure that we are implementing the HMH Phonics with fidelity.

# Perceptions

## Perceptions Summary

Students' 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. We have also started a safety and security cadre that is researching ways to increase security at Mayes. This year, we have a full time SRO on our campus. We have conducted daily door checks and utilizing the Raptor System for visitors.

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 safely. 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 area are announced along with outstanding readers, Reflex Math, Imagine Math, as well as good behavior. This year we have added staff members of the week to increase staff morale.

Mayes has a new basketball court to enhance students' physical movement and sportsmanship.

Mayes new construction areas have helped with arrival and dismissal procedures.

Mayes' new cafeteria allows students to be served in an efficient manner with 2 lines going at all times.

However, there are still several areas that Mayes could improve upon. A few of those areas are: parent academic engagement, a way for all areas to hear lock down drills, a plan for students on our fenced playground, and increased input from our stakeholders.

### **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
- Raptor Sign in System
- Bus Monitors
- Parent Conferences
- Fenced Playground
- Larger cafeteria
- Larger Arrival/Dismissal Areas
- Cadres Implemented
- Full time SRO
- Full time Assistant Principal
- Elementary Gen Ed Behavior Specialist

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 69% of our families come from economically disadvantaged families these parents need support on how to help their children at home. **Root Cause:** Lack of training and resources for parents.

**Problem Statement 2:** During times of lock down all areas of the building cannot hear the announcements. **Root Cause:** There are not speaker systems in place in certain areas.

**Problem Statement 3:** Students that are on our playground during times of lock down have no where to go since the gates are locked on the playground. **Root Cause:** We need a

badge reader on the basement of our cafeteria so that all students could get our of sight during a lockdown.

# 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
- State and federal planning requirements

## 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- State-developed online interim assessments

## Student Data: Student Groups

- 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
- 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
- Enrollment trends

#### **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

#### **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 2025 STAAR.

**High Priority**





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disaggregate data for all students, including at-risk <b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans, STAAR Data <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education, - 211 Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refine the curriculum in core academic areas and focus on essential standards in reading/language arts and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Core Curriculum Documents, PLC</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 25 ESL, - 211 Title I, - 199 23 Special Education</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use PLC time to analyze data and formulate a plan for those who did not learn and create intervention and RTI data for individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC minutes, Student Success Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom teachers, Special Education teacher, Intervention teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education - \$2,000, - 199 23 Special Education, - 211 Title I, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide additional time, support, and opportunities for students who are not successful during intervention hour with tutors, interventionists, and classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, Student Success Plans, STAAR Reading and Math data, tutoring sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom teachers, Intervention teachers, tutors.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Provide high quality staff development for 100% of instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Employment Records, Highly Qualified Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 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</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide enrichment opportunities for students who are initially successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, tutoring sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principals, GT Teacher, Tutors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 21 Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Integrate and coordinate Title I services with all state and locally funded programs (tutoring, intervention materials, ect).</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance reports, Program evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title I, - 199 24 Compensatory Education, - 483 Local Grant Funds, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Encourage teachers to incorporate emerging technology to improve student learning in reading/language arts and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans, Amira, Imagine Math, Reflex Math</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Computer teacher, Classroom teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide a summer accelerated instructional program for identified elementary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance records, Amira, Reflex math, Common Assessment Data and Benchmark</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Classroom/Summer School Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Establish SMART goals to increase the rigor and drive for students (goals set for students and teachers).  <b>Strategy's Expected Result/Impact:</b> Lesson plans, data walls, SMART Goals, PLC  <b>Staff Responsible for Monitoring:</b> All Staff Members</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>Funding Sources:</b> - 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 2:** Enhance students' technology skills and abilities.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the state TEKS for technology skills by grade level.  <b>Strategy's Expected Result/Impact:</b> Principal, Classroom teachers, Special Education Teacher, Interventionists, Computer Teacher</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide time for elementary students to master and apply technology skills to learning assignments.  <b>Strategy's Expected Result/Impact:</b> Schedules, lesson plans  <b>Staff Responsible for Monitoring:</b> Principals, classroom teachers, special education teacher, computer teacher</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Evaluate students' abilities to use technology at the end of the school year.  <b>Strategy's Expected Result/Impact:</b> End of the year assessment to determine if skills have been mastered.  <b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, special education teacher, computer teacher</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Engage learners through the use of technological tools to access, create, and share content as well as collaborate with other learners throughout the world (Schoology, Internet Access, Google).</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, student work, On line programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, special education teacher, computer teacher</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 224 Special Education, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide mobile technology to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Student products and improved student performance scores.</p> <p><b>Staff Responsible for Monitoring:</b> Director of technology, principals</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 211 Title I, - 199 21 Gifted and Talented, - 199 23 Special 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 3:** Improve Services for English Language Learners (ELL) including Bilingual and English as Second Language (ESL) Students.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide materials to meet the needs of the students in bilingual program  <b>Strategy's Expected Result/Impact:</b> Materials purchased  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual facilitator, Principals, Curriculum Coordinators, Textbook coordinator, Bilingual Intervention Teacher</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 199 25 ESL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to encourage teachers to obtain ESL certification  <b>Strategy's Expected Result/Impact:</b> More ESL certified personnel  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Bilingual facilitator, Principals, HR Director</p> <p><b>Funding Sources:</b> - 199 25 ESL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide notification in English and in Spanish for Pre-K notification and Parents' Right to Know (home language survey).  <b>Strategy's Expected Result/Impact:</b> Completed translated documents  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Principals, Bilingual facilitator, Bilingual parent facilitator.</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue provide enrichment learning experiences for all bilingual/ESL students</p> <p><b>Strategy's Expected Result/Impact:</b> Certificates of completion, common assessment and benchmark results, CLI,TPRI</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual teachers, Director of Special Programs, Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 199 Regular Education, - 199 25 ESL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement an intervention teacher to help at-risk bilingual students, as well as help teachers plan instructional strategies to meet their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR results, TPRI, CLI, Amira, and Imagine math</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual teachers, Director of special programs, Principals, bilingual intervention teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOOP).</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of ELPS &amp; SIOP</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, principals, counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation records and documentation of activities.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instruction, Director of Special Programs, Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 263 Title III, BIL/ESL, - 199 24 Compensatory Education, - 199 Regular 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 4:** The percentage of 3rd grade students who meet or master grade level in reading will increase from 36% to 55% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and monitor the reading 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><b>Strategy's Expected Result/Impact:</b> Assessment results show student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assess and monitor the reading performance level and progress of each student in 3rd and 4th 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><b>Strategy's Expected Result/Impact:</b> Assessment results show student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 5:** The percent of 4th grade students that score meets grade level or above on STAAR Math will increase from 44% to 55% by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and monitor the math performance level and progress of each student in PK through 3rd 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><b>Strategy's Expected Result/Impact:</b> Student growth on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assess and monitor the reading performance level and progress of each student 4th 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><b>Strategy's Expected Result/Impact:</b> Student growth on assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 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			
<p><b>Strategy 1:</b> Continue Positive Behavior Intervention and Support Systems</p> <p><b>Strategy's Expected Result/Impact:</b> Documented activities during the school year, Office Referral Data, Weekly Assemblies, Quaver lessons</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 461 Campus Activity Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students the information, assistance, and support that enable them to take responsibility for their own learning.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement District RTI Behavior Procedures</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior RTI process, Team minutes, and documented interventions, Universal Screener Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Behavior RTI team, Classroom teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct weekly assemblies and recognize students of the week and academic and behavioral accomplishments <b>Strategy's Expected Result/Impact:</b> Teacher referrals <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide training for teachers in behavioral strategies and data collection. <b>Strategy's Expected Result/Impact:</b> Office Referral Data <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Behavior Specialist  <b>Funding Sources:</b> - 199 Regular Education, - 255 Title II, Part A	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 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 will remain at 95% or better

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain nurse and counseling services on each campus. <b>Strategy's Expected Result/Impact:</b> Employment records and program evaluations <b>Staff Responsible for Monitoring:</b> Principals, nurse, counselor  <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitoring of attendance <b>Strategy's Expected Result/Impact:</b> Student attendance records, Truancy Letters, List of students/parents referred to justice court. <b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, special education teacher, attendance clerk, secretaries, nurse  <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold Tribunal Meetings as needed <b>Strategy's Expected Result/Impact:</b> Increased student attendance <b>Staff Responsible for Monitoring:</b> Attendance clerk, principals, tribunal officer	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize Telehealth Services at School <b>Strategy's Expected Result/Impact:</b> Students will receive Telehealth medical care at school <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  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 2023-24 school year by 5%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign letters, classroom discipline plans</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> - 461 Campus Activity Funds, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide an alternative setting for students with severe and/or persistent misbehaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS, Behavior Intervention Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Address the increase in district bus referrals</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS, decrease in the number of bus referrals, bus monitors</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counselor will conduct small group sessions based on behavior screeners conducted.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor will hold weekly small group sessions with students based on their personal needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

 No Progress

 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.

**Evaluation Data Sources:** RAPTOR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement the District Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> Campus Emergency Plan, RAPTOR <b>Staff Responsible for Monitoring:</b> All Staff  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide alternative setting for students with severe and/or persistent misbehavior. <b>Strategy's Expected Result/Impact:</b> Guidance lessons <b>Staff Responsible for Monitoring:</b> Principals, counselor  <b>Funding Sources:</b> - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educated and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. <b>Strategy's Expected Result/Impact:</b> Guidance lessons, technology lesson plans <b>Staff Responsible for Monitoring:</b> Principals, counselor, classroom teachers, computer teacher  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilized the security doors throughout the school day and require visitors to wear badges on campus. <b>Strategy's Expected Result/Impact:</b> Visitor log, locked exterior doors, two drop off locations, RAPTOR system <b>Staff Responsible for Monitoring:</b> All Staff  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Routinely practice the procedures for all safety drills and document in the RAPTOR system. <b>Strategy's Expected Result/Impact:</b> Documented drills, PBIS lesson plans, RAPTOR system <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Educate staff, parents, and students on bullying prevention, policies, and procedures. <b>Strategy's Expected Result/Impact:</b> Guidance lesson, copies of fliers and information shared with parents <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Insure that students and staff are free from sexual abuse and other maltreatment. <b>Strategy's Expected Result/Impact:</b> Board Policy, Staff development records <b>Staff Responsible for Monitoring:</b> Campus principals and staff members  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Require that all parents/guardians have pick-up cards during dismissal times. <b>Strategy's Expected Result/Impact:</b> All students dismissed in a safe and orderly fashion. <b>Staff Responsible for Monitoring:</b> All staff  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Continue with PBIS Mayes Motto in the Common Area <b>Strategy's Expected Result/Impact:</b> Discipline referral, PBIS data, weekly assembly <b>Staff Responsible for Monitoring:</b> PBIS team, principals, counselor, teachers  <b>Funding Sources:</b> - 483 Local Grant Funds	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Classroom Guidance Lessons <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Counselor, teachers  <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Maintain an effective discipline mangement plan that is communicated to students, staff, and parents. <b>Strategy's Expected Result/Impact:</b> Student handbook, classroom management plans <b>Staff Responsible for Monitoring:</b> campus principals, all staff members  <b>Title I:</b> 4.1 <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Full time SRO will be available on our campus. <b>Strategy's Expected Result/Impact:</b> Full time SRO present on campus at all times <b>Staff Responsible for Monitoring:</b> SRO	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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:** Newsletters, parent-teacher conference sign ins, meet the teacher sign in

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent letter will be sent for students identified as At-Risk in reading in Math  <b>Strategy's Expected Result/Impact:</b> Copies of Letters, SST Minutes  <b>Staff Responsible for Monitoring:</b> Principals, Classroom teachers   <b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent notification will be sent for students being placed in TIER II or TIERIII for remediation  <b>Strategy's Expected Result/Impact:</b> Copies of letters, SST meeting minutes  <b>Staff Responsible for Monitoring:</b> Principals, classroom teachers   <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve Parent Communication  <b>Strategy's Expected Result/Impact:</b> Letters, meeting minutes, meeting attendance records, online parent viewer, correspondence, records of home visits and/or phone contacts, student handbook, newsletters, class DOJO, Remind messages, Parent events through the year sign in sheets  <b>Staff Responsible for Monitoring:</b> principals, classroom teachers, all staff   <b>Funding Sources:</b> - 199 Regular Education, - 461 Campus Activity Funds, - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to implement the reporting system that is based on educational research for grades Pre K-2nd grade, moving from average number grading system to a reporting of mastery by objectives for each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Reporting system</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct activities that provide the opportunity to play an active role in their student's learning experiences- strengthening ties between home and school</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Minutes, record of attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, all staff</p> <p><b>Funding Sources:</b> - 461 Campus Activity Funds, - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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:** Encourage Parent Involvement

**Evaluation Data Sources:** Call log, newsletters, sign in sheets from events, DOJO/Remind logs, RAPTOR logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement class DOJO/Remind and schoology for parent communication <b>Strategy's Expected Result/Impact:</b> 100% parent participation on class DOJO/Remind and schoology <b>Staff Responsible for Monitoring:</b> All Staff members  <b>Title I:</b> 4.1, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Employ a full time parent involvement coordinator <b>Strategy's Expected Result/Impact:</b> Agendas and attendance records, call logs <b>Staff Responsible for Monitoring:</b> Principals, Director of Special Programs, Parent Involvement Coordinator  <b>Title I:</b> 4.1, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use class DOJO/Remind and facebook, as well as weekly messages/newsletters as a way to notify parents of school events and happenings. <b>Strategy's Expected Result/Impact:</b> DOJO/Remind, Facebook, newsletters <b>Staff Responsible for Monitoring:</b> Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue the automated calling system in emergency situations <b>Strategy's Expected Result/Impact:</b> Call logs <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I:</b> 4.2  <b>Funding Sources:</b> - 199 Regular Education, - 199 25 ESL	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide access to student's grades online with the Grade Book Parent Viewer.</p> <p><b>Strategy's Expected Result/Impact:</b> Online Grade Book</p> <p><b>Staff Responsible for Monitoring:</b> Principals, School Secretary, Parent Involvement Coordinator</p> <p><b>Funding Sources:</b> - 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>				

# State Compensatory

## Budget for Mayes Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.08

**Brief Description of SCE Services and/or Programs**

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## Personnel for Mayes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandi Stogsdill	Teacher	0.143
Brittany Gaston	Teacher	0.143
Cynthia Quintero	Teacher	0.143
Ellie Harrison	Teacher	0.143
Hannah Bilderback	Teacher	0.143
Jana Wood	Teacher	0.143
Jennifer Richards	Teacher	0.15
Karly Farmer	Teacher	0.143
Kelly Pyle	Teacher	1
Kristin Brigman	Teacher	0.143
Laciebeth Lowing	Teacher	0.1
Laura Allison	Teacher	0.15
Megan Dickson	Teacher	0.15
Sabine McGinnis	Teacher	0.143
Sergio Amezcua	Bilingual Teacher	0.1
Sunny Mackey	Teacher	0.143

# 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	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	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	10			\$0.00
3	1	11			\$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	2	4			\$0.00
4	2	5			\$0.00
<b>Sub-Total</b>					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
<b>Sub-Total</b>					\$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	5			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
4	1	5			\$0.00
<b>Sub-Total</b>					\$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	5			\$0.00
1	1	7			\$0.00
1	3	7			\$0.00
2	1	3			\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$2,000.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$0.00
4	1	5			\$0.00
4	2	4			\$0.00
<b>Sub-Total</b>					\$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			\$0.00
1	1	7			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$2,000.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
3	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00

263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	4			\$0.00
1	3	7			\$0.00
<b>Sub-Total</b>					\$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	3	1			\$0.00
4	1	3			\$0.00
4	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
3	1	9			\$0.00
<b>Sub-Total</b>					\$0.00