

Edgewood Independent School District

Campus Improvement Plan

2020-2021



Mission Statement

We will equip diverse students with the academic and personal skills to become confident achievement-oriented leaders within their communities.

Vision

Each leader will create their narrative through an inclusive approach that develops a critical-conscious identity, fosters reflective leadership, and empowers voice in creating a socially just world

Value Statement

Leading through Connection, Compassion, Courage, & Confidence!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
School Processes & Programs	13
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: Board Superintendent Goal 1: Focus on Student Success	17
Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community	31
Goal 3: Board Superintendent Goal 4: Focus on Employees and Organizational Improvement	34
Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.	35
Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.	40
State Compensatory	45
Personnel for Las Palmas Elementary School	45
Title I Personnel	46
Campus Funding Summary	47
Addendums	51

Comprehensive Needs Assessment

Needs Assessment Overview

During the Fall of 2020, Las Palmas Elementary took part in the Comprehensive Needs Assessment (CNA) process by forming various teams based on the 4 Areas of Multiple Measurements to gather and analyze data. The teams consisted of teachers, administrators, and support staff. Each team of stakeholders collaborated and went through the SWOT process. Through this process, teams analyzed Strengths, Weaknesses, Opportunities, and Threats (SWOTS) to identify the needs and strengths of the campus. Teams then identified possible external opportunities and threats impacting student achievement. The SWOTS process and data review took place for the 4 Areas of Multiple Measurements: (1) demographics, (2) student academic achievement, (3) district processes and programs, and (4) perceptions. Through this process, data was gathered using multiple methods (review of current data, surveys, interviews, etc.). After conducting a review of our campus data, the team began establishing goals, performance objectives, and strategies to address our campus needs in relation to state and local benchmarks and standards. Throughout the year, the leadership team (comprised of teacher leaders and the academic leadership team) will meet to conduct and/or discuss formative and summative reviews. Through these meetings we will be able to monitor the implementation and progress towards the established goals and make adjustments, as needed.

Demographics

Demographics Summary

Attendance:

2013	2014	2015	2016	2017	2018	*2019 (As of March 4,2020)
95.7	95.4	94.9	95.9	95.2	94.9	94.1

*Data reflects district report preCOVID-19

Teacher data was collected by a district wide student learner profile form. Teachers provided data on student attendance preCOVID-19 indicating students that had Good 95% or better attendance, Average with 90% or better attendance, and Poor with below 90% attendance.

Our teachers indicated the following for student attendance:

PreCOVID-19	Percentage
Good	58%
Average	25%
Poor	17%

The campus school population as reported by PEIMS for the 2019-2020 school year was **415 students**.

Grade Level	2017-18	2018-19	2019-2020
PreK-4	-	24	22
K	64	46	63
1st grade	74	66	60
2nd grade	86	56	61
3rd grade	108	74	58

Grade Level	2017-18	2018-19	2019-2020
4th grade	82	88	71
5th grade	63	77	80
Campus	491	417	415

*Data reflects district report preCOVID-19

Special Population Data for the 201 school year:

Program	2017-2018	2018-2019	*2019-2020
Gifted & Talented	6.52%	7.19%	7.29%
Special Education Services	12.02%	11.75%	16.08%
Economically Disadvantaged	96.74%	95.92%	96.98%
Homeless Status	1.83%	0.0%	0.0%
Limited English Proficient	20.98%	19.90%	19.60%
Migrant	0%	0.24%	0.25%
Dyslexia		4.08%	4.52%

*Data reflects district report preCOVID-19

Demographics Strengths

- Gifted & Talented program had an increase from 6.52% to 7.19%

- The Attendance Committee worked on multiple campus initiatives to help increase student attendance.
- Las Palmas Elementary implemented a Positive School Culture & Climate (PSCC) to support the social-emotional needs of the students and to impact student leadership.
- 4th and 5th grade student leaders applied and were accepted to take on various leadership roles at Las Palmas Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment has declined over the past 5 school years. **Root Cause:** Development of charter schools within district boundaries.

Student Learning

Student Learning Summary

The Las Palmas Elementary leadership team met in the Fall of 2020 to review relevant data addressing student achievement. The leadership team consists of the academic team and teacher leaders from each grade level and team at Las Palmas Elementary Leadership School. Members reviewed student data and the multiple initiatives in place regarding Tier 1 instruction in order to complete our Campus Needs Assessment (CNA). Teacher leaders collaborated and completed the SWOT process to update our campus goals, objectives, and strategies. The committee reviewed data for the areas of (1) Demographics, (2) Perceptions, (3) Student Achievement, and (4) Processes & Programs.

2013 - 2019 STAAR ACCOUNTABILITY SUMMARY

INDEX/DOMAIN PERFORMANCE							
	2012-2013	2013-2014	2014-2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
INDEX 1: STUDENT ACHIEVEMENT	57	59	61	58	55	50	50
INDEX 2: STUDENT PROGRESS	37 (30)	36 (33)	30 (30)	41 (32)	37 (32)	72	67
INDEX 3: CLOSING PERFORMANCE GAPS	51 (55)	31 (28)	31 (28)	32 (28)	31 (28)	68	63
INDEX 4: POSTSECONDARY READINESS	NA	16 (12)	13 (12)	14 (12)	15 (12)		

2019 Benchmark Data

LAS PALMAS	READING 3rd-5th Approaches	READING 3rd-5th Meets	READING 3rd-5th Masters	READING 4th-5th Student Growth	MATH 3rd-5th Approaches	MATH 3rd-5th Meets	MATH 3rd-5th Masters	MATH 4th-5th Student Growth
2018	50%	16%	4%	68%	59%	22%	8%	73%
Goal 2019	70%	25%	10%	75%	70%	30%	15%	80%
BEM	31%	11%	4%		35%	6%	2%	
Students	211	211	211	142	211	211	211	142
# Students Needed	158	57	23		158	68	34	
Benchmark Reality	65	23	9		73	12	5	
Deficit	93	34	14		85	56	29	

LAS PALMAS	READING 3rd-5th Approaches	READING 3rd-5th Meets	READING 3rd-5th Masters	READING 4th-5th Student Growth	MATH 3rd-5th Approaches	MATH 3rd-5th Meets	MATH 3rd-5th Masters	MATH 4th-5th Student Growth
3rd	18	7	4		21	4	1	
4th	25	9	3		24	2	2	
5th	22	7	2		28	6	2	

Lone Star Governance Goals 2020 - 2021

District Goal Progress Measure 1.1: The percent of students in Kindergarten and Grade 1 reading on or above grade level will increase from 55% to 64% by June 2022. (Baseline measure May 2017)

Campus Goal Progress Measure 1.1: The percent of students in Kindergarten and Grade 1 reading on or above grade level will increase from 24% to at least 55% or greater by June 2021.

BOY mclass Data	24% At or Above (11/46)				MOY Goal: 39%+				EOY Goal: 55%+			
	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level
MOY mclass Goal	39%											
EOY mclass Goal	55% or greater											
Kinder												
Kinder Monolingual	66% (10/16)	7% (1/16)	20% (4/16)	7% (1/16)								
Kinder Dual Language												
District Average Kinder Mono.	69%	20%	9%	2%								
District Average Kinder Dual Lang.	26%	15%	59%	0%								

1st Grade	BOY				MOY Goal: 39%+				EOY Goal: 55%+			
	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level
1st Grade Monolingual	67% (10/15)	20% (3/15)	13% (2/15)	0% (0/46)								
1st Grade Dual Language	89% (8/9)	11% (1/9)	0%	0%								
District Average 1st Grade Mono.	81%	9%	6%	4%								
District Average 1st Grade Dual Lang.	65%	26%	9%	0%								

District Goal Progress Measure 1.2: The percent of students in Grade 2 reading on or above grade level will increase from 58% to 64% by June 2022. (Baseline measure May 2017)

Campus Goal Progress Measure 1.2: The percent of students in Grade 2 reading on or above grade level will increase from 16% to at least 58% or greater by June 2021.

BOY mclass Data	16% At or Above (5/31)
MOY mclass Goal	38% (13/34)
EOY mclass Goal	58% or greater (20/34)

2nd Grade	BOY				MOY Goal: 38%+				EOY Goal: 58%+			
	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level
2nd Grade Monolingual	72% (18/25)	12% (3/25)	16% (4/25)	0%								

2nd Grade		BOY			MOY Goal: 38%+		EOY Goal: 58%+		
2nd Grade Dual Language	83% (5/6)	0%	17% (1/6)	0%					
District Average 2nd Grade Mono.	69%	11%	16%	5%					
District Average 2nd Grade Dual Lang.	45%	14%	41%	0%					

District Goal Progress Measure 1.3: The percent of students in Grade 3 reading on or above grade level will increase from 51% to 64% or greater by June 2022. (Baseline measure May 2017)

Campus Goal Progress Measure 1.3: The percent of students in Grade 3 reading on or above grade level will increase from 26% to 51% or greater by June 2021.

BOY mclass Data	26% At or Above Grade Level (12/46)
MOY mclass Goal	38% (20/53)
EOY mclass Goal	51% or greater (27/53)

3rd Grade		BOY				MOY Goal: 38%+				EOY Goal: 51%+			
	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	
3rd Grade Monolingual	68% (24/35)	9% (3/35)	9% (3/35)	14% (5/35)									
3rd Grade Dual Language	55% (6/11)	9% (1/11)	36% (4/11)	0%									
District Average 3rd Grade Mono.	57%	18%	19%	6%									
District Average 3rd Grade Dual Lang.	48%	15%	37%	0%									

Overall Campus Information	BOY				MOY Goal:				EOY Goal:			
	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Well Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level
Kinder - 3rd Grade Monolingual	68% (62/91)	11% (10/91)	14% (13/91)	7% (6/91)								
Kinder - 3rd Grade Dual Language	59% (19/32)	13% (4/32)	28% (9/32)	0%								

Student Learning Strengths

2020 Strengths

- Implementation of planning protocol across all grade levels
- Targeted unpacking of standards to increase teacher clarity and depth of understanding
- Progress monitoring of mClass to address student needs
- Development of a Lexile growth tracking system to monitor student achievement for 3rd - 5th grade readiness
- Continue implementation of data analysis protocols to guide instructional decisions
- Las Palmas Elementary will continue working towards effective implementation of Professional Learning Communities including establishing norms and commitments and refining clarity around best practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of students reaching At Benchmark or Above on mClass is below our goal for the 2020 - 2021 school year. **Root Cause:** Fidelity to campus-wide reading instructional strategies.

Problem Statement 2: Percentage of students at the Approaches or above does not meet state accountability standards. **Root Cause:** More consistent monitoring of the effective implementation of Tier 1 instruction and interventions.

School Processes & Programs

School Processes & Programs Summary

Las Palmas Elementary is led by an administrative team that consists of the following members:

- Principal
- Assistant Principal
- Counselor
- Social Worker
- 1 Instructional Coach
- 1 Innovation Coach

Additionally, the campus offers the following Special Population program services:

- Bilingual/Dual Language
- Gifted and Talented
- Special Education services
- Dyslexia services

School Processes & Programs Strengths

Las Palmas Elementary has the following highlights to celebrate:

- A consistent master schedule is followed and includes opportunities for teacher teams to collaborate in EDGE/Professional Learning Communities.
- A weekly campus newsletter (The Game Plan) is shared with faculty and staff with instructional strategies and campus events.
- We hold weekly faculty meetings, bi-weekly Instructional Leadership Team, monthly CPOC meetings, and monthly Operations meetings with our PSCC team.
- 12 college & university students completed student teaching and other classroom observation requirements.
- 4 faculty member enrolled in higher education. 2 of them are enrolled in educational leadership programs.
- 100% of teachers are Highly Qualified.
- The campus offers after school extended opportunities for Reading and Math support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MTSS system is not implemented to full capacity. **Root Cause:** Inconsistent implementation by teachers.

Perceptions

Perceptions Summary

Las Palmas Elementary functions under a Professional Learning Community framework and holds to the 3 beliefs of a PLC: (1) high levels of learning for all, (2) collaborative practices, and (3) results-oriented instruction. We provide students with a variety of academic and extra-curricular programs throughout the school day. Additionally, our PSCC team works collaboratively to promote student engagement and establish a positive learning environment. Our staff, students, and parents also participate in an annual PBIS survey to provide input regarding the climate of the campus.

Perceptions Strengths

- Our faculty members came together prior to the start of the 2018 - 2019 school year to develop new vision and mission statements for Las Palmas Elementary.
- The campus actively promotes Literacy engagement through multiple local, national, and global events such as Literacy Night, Character Parade, HEB Read-In, Read for the Record, Dr. Seuss Read Across America, National Children's Book Week, World Read Aloud Day, etc.
- Our campus invited families and community to our STEAM Night to engage in Math and Science instructional activities.
- Other parent involvement opportunities include: First Friday First Hour, classroom read alouds, parent volunteer opportunities, etc.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 1: READING/WRITING-Domain 1

Based on District Data Analysis:

- Increase the percentage of students meeting the Approaches Grade Level from 21% to 31% on overall reading benchmark for 3rd-5th.
- Increase the percentage of 3rd grade students meeting the Approaches Grade Level from 26% to 36% on reading benchmark.
- Increase the percentage of 4th grade students meeting the Approaches Grade Level from 18% to 28% on reading benchmark.
- Increase the percentage of 5th grade students meeting the Approaches Grade Level from 19% to 29% on reading benchmark.

*Benchmark data used due to COVID-19 and cancellation of STAAR 2020

Data below is based on the 2019 STAAR Assessment:

- Increase the percentage of students meeting the Approaches Grade Level Standard on State of Texas Assessments of Academic Readiness (STAAR) 3rd-5th grade Reading from 47% to 57%.
- Increase the percentage of students at Meets from 16% to 26% and the percentage of students at Masters Grade Level Standard from 4% to 14%.
- Increase the percentage of students meeting the Approaches Grade Level Standard on 4th grade STAAR writing from 37% to 47%.
- Increase the percentage of students at Meets Grade Level Standard from 18% to 28% and the percentage of students at the Masters Grade Level on 4th grade STAAR writing from 3% to 13%.

DISTRICT Performance Objective 1: READING and WRITING





- READING The percentage of students in Grades 3-5 Reading will increase in the Approaches grade level target area from 56% to 70%, in the Meets grade level target area from 25% to 40%, and in the Masters grade level target area from 5% to 13% by STAAR 2021.
- WRITING The percentage of students in Grade 4 Writing will increase in the Approaches grade level target area from 46% to 70%, in the Meets grade level target area from 14% to 40%, and in the Masters grade level target area from 0% to 13% by STAAR 2021.

Evaluation Data Sources: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

Summative Evaluation: None

<p>Strategy 1: Students will engage in vertically aligned lessons to address the depth and complexity of grade level TEKS based on intensive grade level planning (during grade level and half-day sessions) that utilizes a wide variety of resources (such as Lead4ward field guides, Essential Standards, Supplemental Resources, Teams, Achieve 3000, iPads, Logitech pencils, SeeSaw, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student performance on CFAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Mentoring Minds, Forde-Ferrier, reading materials, resources to support new standards, etc. - 199 - State Compensatory PIC 30 - 199.11.6399.00.110.830 - \$12,825</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will engage in and apply comprehension strategies to improve reading, writing, and cognitive skills. Lesson activities will include annotating text, identifying main ideas, drawing conclusions/inferences, summarizing, etc.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Funding Sources: Clipboards, post-its, writing materials, anchor charts, etc. (Office Depot instructional resources) - 199 - State Compensatory PIC 30 - 199.11.6399.110.30 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will participate in Reading Workshop (Kinder - 2nd Grade) and Balanced Literacy instruction (3rd - 5th Grade). Instruction will include individual reading conferences and guided reading lessons. Literacy lessons will use texts that appeal to student interest, address instructional focus, support a culturally relevant curriculum, and are at the appropriate instructional level. Balanced Literacy work stations will also be incorporated. (Posters and anchor charts will provide a print rich environment and serve as instructional aides and appropriate resources will be available to ensure proper safety protocols for student teacher instructional contact to follow health and safety standards.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on Common Formative Assessments(CFAs), benchmarks, STAAR,(Imagination Station) Istation reports and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional supplies for student use - 211 - Title I - 211.11.6399.01.110.030 - \$2,000, Instructional supplies/materials - 211 - Title I - \$2,000, Classroom library resources (book bins, reading materials, etc), Reading portfolios, small group work station resources, Guided Rdg materials (dry erase boards/markers, notepads, etc.) - 199 - State Compensatory PIC 30 - 199.6399.110.30 - \$5,460</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.</p> <p>Strategy's Expected Result/Impact: Increased students achievement in state, district, and local assessments as measured by the goals above.</p> <p>Staff Responsible for Monitoring: Dyslexia and 504 Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 5: Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFA, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Fast Focus, Mentoring Minds, Writing portfolios, mentor texts, writing supplies, etc. - 199 - State Compensatory PIC 30 - 199.11.6399.110.30 - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Students will apply evidence-based, vertically aligned instructional strategies to support the Writing process, including: mentor texts, writing portfolios, student developed editing checklists, student friendly rubrics for rating, peer conferences, conferencing feedback, publishing, showcasing student writing, etc.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Writing CFAs, benchmarks, and STAAR reports</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Mentor texts, portfolios, writing process/conferencing materials, writing supplies & resources, etc. - 199 - State Compensatory PIC 30 - 199.11.6399.00.110.830 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 7: Students will engage in culturally relevant read alouds that foster leadership, acceptance, and courage. These texts will help build classroom libraries that are inclusive and diverse. Students will be encouraged to self-select texts to increase student choice in reading.</p> <p>These texts will be showcased through family and community literacy events (such as Las Palmas Literacy Night, World Read Aloud Day, Read Across America, Read for the Record, National Children's Book Week, H-E-B Read In, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance on NSGRA from BOY to MOY and EOY.</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Funding Sources: Scholastic Student Book Fair (student book purchases) - 211 - Title I - 211.13.6399.110.9.30 - \$8,000 , Monthly Principal Read Aloud texts, texts for local & national literacy events, books to support the Super Reader Strengths, etc. - 211 - Title I - 211.13.6399.110.930 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 8: Kinder - 5th grade students will participate in RtI instruction to address student needs based on Reading TEKS performance. RtI lessons will be developed with the support of the Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Increased TEKS performance on CFAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Literacy Coach</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 9: Targeted instruction will be provided to students identified as needing additional support during district intercession days.</p> <p>Strategy's Expected Result/Impact: Increased TEKS performance on CFAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Tutoring for extended day and extended week student instructional support - 211 - Title I - 211.6118.1.110.9.30 - \$105,000, Tutoring snacks for students receiving extended week instructional support - 211 - Title I - 211.11.6499.110.9.30 - \$1,000, Certified Reading & Math tutors beginning in Spring - 211 - Title I - 211.11.6118.1.110.9.30 - \$19,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 10: 3rd - 5th grade students will utilize the Achieve3000 adaptive digital program to support continued growth in reading proficiency.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 2: EARLY LITERACY

Increase the end-of-the-year performance for kindergarten through Third Grade (mClass) literacy skills from 23% to 55%.
 Kinder & 1st grade Reading On or Above Grade Level from 24% to 55%. (Baseline was taken Beginning of Year mClass)
 2nd grade Reading On to Above Grade Level from 16% to 58%. (Baseline was taken Beginning of Year mClass)
 3rd grade Reading On to Above Grade Level from 26% to 51%. (Baseline was taken Beginning of Year mClass)

Evaluation Data Sources: The performance of this objective will be evaluated using mClass

Summative Evaluation: None

Strategy 1: K - 3rd grade students will take the mClass Screener to measure student reading ability and skill development over time. Teachers will provide intervention based on the results of their assessments. Strategy's Expected Result/Impact: Increase student performance on assessments Staff Responsible for Monitoring: Literacy Coach	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: K - 3rd grade students falling below or well below benchmark will engage in progress monitoring in between Beginning, Middle, and End of year mClass testing to check on growth. Strategy's Expected Result/Impact: Increased mClass performance on MOY and EOY screeners Staff Responsible for Monitoring: Instructional Coach	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: K - 2nd grade students will utilize the Smarty Ants adaptive digital program to support continued growth in foundational skills development.	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 3: MATHEMATICS

Based on District Data Analysis:

- Increase the percentage of students meeting the Approaches Grade Level from 13% to 23% on overall math benchmark for 3rd-5th.
- Increase the percentage of 3rd grade students meeting the Approaches Grade Level from 13% to 23% on math benchmark.
- Increase the percentage of 4th grade students meeting the Approaches Grade Level from 7% to 17% on math benchmark.
- Increase the percentage of 5th grade students meeting the Approaches Grade Level from 17% to 27% on math benchmark.

*Benchmark data used due to COVID-19 and cancellation of STAAR 2020

Data below is based on the 2019 STAAR Assessment:





- Increase percentage of students meeting Approaches Grade Level Standard on STAAR 3-5 grade from 59% to 70%.
- Increase percentage of students at Meets Grade Level Standard from 22% to 30% and percentage of students at Masters Grade Level Standard from 8% to 15%.

DISTRICT Performance Objective 2: MATHEMATICS The percentage of students in Grades 3-5 Math will increase in the Approaches grade level target area from 61% to 70%, in the Meets grade level target area from 25% to 40%, and in the Masters grade level target area from 10% to 13% by STAAR 2021

Evaluation Data Sources: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

Summative Evaluation: None

<p>Strategy 1: Students will use the district problem solving process that incorporates analyzing, planning, solving, and justifying.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CBA, benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.</p> <p>Staff Responsible for Monitoring: Math Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Mentoring Minds, Forde-Ferrier, problem solving instructional resources, supplemental STAAR prep resources, etc. - 199 - State Compensatory PIC 30 - 199.11.6399.00.110.30 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include Dreambox, publisher provided software and apps.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CFA, Benchmarks, STAAR and software usage and performance data.</p> <p>Staff Responsible for Monitoring: Math Coach</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 3: K-1 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI). 2nd -4th will participate in intervention based upon the data from the ESTAR diagnostic assessment and 5th grade intervention will be based on the MSTAR diagnostic assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on TEMI, ESTAR, MSTAR assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will engage in vertically aligned lessons to address the depth and complexity of grade level TEKS based on intensive grade level planning that utilizes supplemental resources (such as lead4ward planning & field guides, Essential Standards, Fast Focus, Region 4 materials, enVision, Mentoring Minds, Forde-Ferrier, etc.)</p> <p>Strategy's Expected Result/Impact: Increased TEKS performance on CFAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Math Coach</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Region resources, math manipulative, supplemental resources, etc. - 199 - State Compensatory PIC 30 - 199.11.6399.110.30 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: K - 5th grade students will participate in RtI instruction to address student needs based on Math TEKS performance. RtI lessons will be developed with the support of the Math Coach.</p> <p>Strategy's Expected Result/Impact: Increased TEKS performance on CFAs, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Math Coach</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 4: SCIENCE

- Increase the percentage of students meeting Approaching Grade Level Standard on STAAR 5th grade Science from 51% to 60%.
- Increase the percentage of students at Meets Grade Level Standard from 19% to 25% and increase the percentage of students at Masters Grade Level Standard on STAAR from 2% to 10%.

DISTRICT Performance Objective 3: SCIENCE The percentage of students in Grade 5 Science will increase in the Approaches grade level target area from 49% to 70%, in the Meets grade level target area from 21% to 40%, and in the Masters grade level target area from 4% to 13% by STAAR 2021.

Evaluation Data Sources: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

Summative Evaluation: None

<p>Strategy 1: 5th grade students will engage in interactive word walls to reinforce and build science vocabulary, improve comprehension of scientific concepts, and will maintain Science Interactive notebooks.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFA, benchmarks, STAAR and Laserfiche reports.</p> <p>Staff Responsible for Monitoring: Science Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will participate in campus based common formative assessments to monitor student progress of science concept development.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFA, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Science Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will participate in engaging lessons through science lab rotations/demonstrations to support the development scientific inquiry and content knowledge.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFA, benchmarks, and STAAR reports.</p> <p>Staff Responsible for Monitoring: Science Coach</p> <p>Funding Sources: Science lab materials and workbook resources, Wards Science, HEB, consumables, etc.) - 211 - Title I - 211.11.6399.110.9.30 - \$7,314</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 5: PHYSICAL EDUCATION & FINE ARTS

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and fine arts instruction.

DISTRICT Performance Objective 5: PHYSICAL EDUCATION To enhance a student's educational well-being by developing their physical and social skills through participation in interscholastic sports and physical education.

Evaluation Data Sources: Increased successful student participation in athletic and fine arts programs.

Summative Evaluation: None

<p>Strategy 1: Students will participate in strength, conditioning, agility, and skills building programs with the appropriate resources and equipment. Strategy's Expected Result/Impact: Measurement chart of student progress Staff Responsible for Monitoring: Campus Physical Education Coach Funding Sources: PE Equipment and resources - 199 - Local - 199.11.6399.03.110.11 - \$349</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will participate in engaging instruction within the fine arts program at Las Palmas Elementary, including: Art class, Music class, folklorico, Art club, etc Students will participate in campus, district, and local art exhibits and dance programs. Strategy's Expected Result/Impact: Fine Arts lesson plans and participation in programs and exhibits Staff Responsible for Monitoring: Campus Fine Arts teachers Funding Sources: Fine Arts resources and supplies - 199 - Local - 199.11.6399.02.110.11 - \$349, Music resources and supplies - 199 - Local - 199.11.6399.04.110.11 - \$349</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Educational Aide for Physical Education will support the campus health and fitness program in providing students the required 135 minutes of moderate structured physical activity each week. Strategy's Expected Result/Impact: Physical fitness instruction and student participation in school fitness activities (Field Day, Jump Rope for Heart, Track events) Staff Responsible for Monitoring: Campus Physical Education Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 6: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION

Increase the effectiveness of instructional staff and teacher retention.





-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

DISTRICT Performance Objective 6: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION Increase the effectiveness of instructional staff and teacher retention. -Support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

Evaluation Data Sources: The performance of this objective will be measured using Eduphoria reports.

Summative Evaluation: None

<p>Strategy 1: Increase expertise in TEKS through the identification and analysis of the Essential Standards in each content area and engage in the development of common formative assessments to be analyzed through the district data analysis protocol.</p> <p>Strategy's Expected Result/Impact: Increased student performance on common formative assessments, district assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Funding Sources: Office Depot supplies (clipboards, journals, Post-Its, pens, dry erase markers, etc) - 199 - Local - 199.13.6399.110.99 - \$2,000, Office supplies and resources to support professional development needs - 199 - Local - 199.23.6399.110.99 - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Kinder - 5th grade teachers and administrators will participate in appropriate staff development sessions and conferences offered by Instructional Coaches, district coordinators, Region 20 service center, professional organizations, etc. that is focused on pedagogy and content knowledge to improve student achievement.(Girls Empowerment & Leader in Me)</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on common formative assessments, unit exams, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Region 20 Coaching Conference, ELAR Conference, TEKS Resource Conference, etc - 211 - Title I - 211.13.6239.110.9.30 - \$8,000, Leader in Me Coaching - 211 - Title I - 211.13.6299.0.110.9.30 - \$10,350, Leader in Me (\$5600), Abydos (\$1200), lead4ward (\$1200) - 211 - Title I - 211.13.6411.110.9.30 - \$8,000, Refreshments provided during on campus extended professional development sessions - 199 - Local - 199.23.6499.110.0.99 - \$800, Region 20 professional development funds for administrator - 199 - Local - 199.23.6239.110.99 - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 3: The Instructional Coach will lead the faculty in campus book studies to support an engaging learning environment and quality Tier 1 instruction. Coaches will model the use of the common campus practices to engage teachers in the reading material.</p> <p>Strategy's Expected Result/Impact: Participant knowledge will be monitored through CWTs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Spring Faculty Book Study/Read Alouds (2020-2021) - 211 - Title I - 211.13.6329.00.110.1.30.0.00 - \$5,000, Fall Faculty Book Study/Read Alouds: CRT Practices (2019-2020 Carry Over) - 211 - Title I - 211.13.6329.110.9.30 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Content Instructional Coaches will provide job-embedded student-centered coaching and professional development to teachers across all content areas to include differentiated instruction to ensure improved academic performance for all student populations.</p> <p>Strategy's Expected Result/Impact: Coaching schedule and coaching tools for monitoring</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instructional Coaches - 211 - Title I - 13-6119-00-110-8-30-0-00 - \$120,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Faculty and staff will maintain a positive school culture and work to refine our customer service mindset when interacting with district and community members.</p> <p>Strategy's Expected Result/Impact: Improved communication between campus and community stakeholders</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Faculty and staff will integrate instructional practices that embed technology tools identified by the academic and teacher leadership team across all content areas to ensure effective instruction is provided to all students that result in improved student outcomes.</p> <p>Funding Sources: furniture/equipment/tech - 211 - Title I - 211.11.6395.00.110.0.30.0.00 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success





Performance Objective 7: MEASUREMENT & ASSESSMENT

Student Achievement: Implement an assessment program to measure student achievement and provide feedback on instruction.

DISTRICT Performance Objective 7: MEASUREMENT & ASSESSMENT Student Achievement: Implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Sources: Compliance reports, assessments and program evaluations

Summative Evaluation: None

<p>Strategy 1: Student proficiency will be assessed via daily checkpoints, performance assessments, common formative assessments, interim assessments, and benchmarks throughout the year. Student performance on the identified Essential Standards will be monitored. Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, STAAR and appropriate program assessments. Staff Responsible for Monitoring: Instructional Coach Results Driven Accountability Funding Sources: Printing - 199 - State Compensatory PIC 30 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Based on results of the data analysis protocol, students will engage in targeted intervention and will be provided with extended day learning opportunities to address instructional needs. Strategy's Expected Result/Impact: Increased performance on CFA, Benchmarks, and STAAR Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 8: ATTENDANCE

To increase campus student attendance to 94.9% to 96% or higher.

DISTRICT Performance Objective 8: ATTENDANCE ADA will increase from 94% to 96% by the end of the school year 2021.

Evaluation Data Sources: PEIMS reports on student attendance rates

Summative Evaluation: None

<p>Strategy 1: Implementation of campus, grade level, and class rewards to positively impact student attendance include Perfect Attendance awards, AttenDANCE, Spirit Dress Days, daily recognition of perfect attendance, PSSC incentives, etc.</p> <p>Strategy's Expected Result/Impact: Review attendance data</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Student incentives to support PSSC initiatives - 199 - Local - 199.11.6499.110.11 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 9: COLLEGE and CAREER READY

- Performance in Domain 1 (Student Achievement) will increase from 5% to 10% when considering All Subjects for STAAR assessments.

DISTRICT Performance Objective 9: COLLEGE and CAREER READY The percentage of students meeting Masters grade level performance will increase by 10%.

Evaluation Data Sources: The performance of this objective will be evaluated using Masters Grade Level STAAR performance.


Summative Evaluation: None

<p>Strategy 1: Students will implement curricular knowledge in real world situations by participating in extra curricular activities such as: -UIL -Robotics -Chess -Fine Arts -etc.</p> <p>Strategy's Expected Result/Impact: Student performance in extra curricular activities as evidenced by increased student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - Local - 199.36.6412.00.110.899 - \$0, - 199 - Local - 199.36.6399.00.110.899 - \$0</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Counselors and Social Workers will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession.</p> <p>Strategy's Expected Result/Impact: Increased career awareness.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will engage in goal setting, reflections on data, and student-led conferences to monitor and reinforce increased student achievement. Students will maintain data portfolios with analysis of their work and communication folders to share campus and classroom updates. Additionally, quality student work will be displayed for students to view (i.e., gallery walks, growth progress, showcase student writing, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement on campus, district, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Student data binders/Student-led conference materials (binders, sheet protectors, dividers, etc.) - 199 - State Compensatory PIC 30 - 199.11.6399.110.30 - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will participate in grade appropriate field trips (virtual/in-person) to support standards-based classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on campus, district, and STAAR assessments</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Student field trip funds; Field trips for grade levels to visit colleges & universities - 199 - Local - 199.11.6412.00.110.811 - \$2,500, Faculty & staff field trip fees - 199 - Local - 199.11.6411.00.110.811 - \$100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 5: Students in K - 5 will participate in engaging Technology Applications, STEAM lessons, and maker space activities for the purpose of improving reading, math, writing, science and social studies instruction</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Interactive ViewBoard - 199 - State Compensatory PIC 30 - 199-11-6395-00-110-1-30-0-00</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the number of parents involved in their children's school by 10%.

Evaluation Data Sources: The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

Summative Evaluation: None

<p>Strategy 1: Counselors and Social Workers will connect parents with community organizations and outside referrals. Strategy's Expected Result/Impact: Sign in documentation Staff Responsible for Monitoring: Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Parents Liaison will maintain campus calendar of events with relevant dates and monthly projects (including Coffee with the Principal/First Friday First Hour, Grandparent's Day, Veteran's Day, etc.) and communicate our campus culture with a variety of materials to promote our students, staff, and initiatives Strategy's Expected Result/Impact: Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use. Staff Responsible for Monitoring: Parent Liaison Funding Sources: misc. resources to recognize and host parents/community - 211 - Title I - 211.61.649900.110.9.30 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Provide parents the Title I Parent Involvement Policy and a Parent Engagement brochure that includes services and resources for parents. Strategy's Expected Result/Impact: Increase in Parental Involvement Staff Responsible for Monitoring: Parent Engagement Coordinator Funding Sources: Home school connection newsletters - 211 - Title I - 211.61.6399.110.9.30 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress. Strategy's Expected Result/Impact: Number of parents using Parents Portal. Staff Responsible for Monitoring: Parent Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities. Strategy's Expected Result/Impact: Increase in Parental Involvement. Staff Responsible for Monitoring: Parent Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6: The Parent Liaison with support and guidance of the Parent Engagement Program Coordinator will implement a campus parental and family involvement program designed to connect parents and families to resources, tools, and training opportunities to support the academic and social emotional needs of students and families.

Strategy's Expected Result/Impact: Surveys and sign-ins from parental referrals


Staff Responsible for Monitoring: Principal

Funding Sources: supplies/miscellaneous items - 211 - Title I - 211-61-6499.00-110-030000 - \$200, staff - 211 - Title I - 61-6129-00-110- - \$26,000

Reviews			
Formative			Summative
Nov	Jan	Apr	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 2: Student Recruitment: Increase the student enrollment for All Girls Leadership School from 55 students in K-2 to 100 students by end of school year.

<p>Strategy 1: Promote and market the All Girls Leadership School through school choice fairs, neighborhood walks, platicas, community awareness events, and city events.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: The faculty and staff will engage in campus and community instructional engagements that support and promote leadership and innovation as members of the Las Palmas Leadership School.</p> <p>Strategy's Expected Result/Impact: Increased participation in the leadership zone</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Day of the Girl Instructional event shirts and materials - 211 - Title I - 211.61.6499.00.110.1.30.0.00 - \$1,800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Board Superintendent Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 1: EFFECTIVE LEADERSHIP

Las Palmas Elementary will continue to engage in the Professional Learning Community process. The seven levers of leadership will be implemented throughout the school year which are: Data-Driven Instruction, Observation and Feedback, Planning, Professional Development, Student Culture, Staff Culture, and Managing School Leadership Teams.

Evaluation Data Sources: State assessment scores and monitoring reports

Summative Evaluation: None

<p>Strategy 1: Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.</p> <p>Strategy's Expected Result/Impact: CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Las Palmas Elementary will continue to engage in a Professional Learning Community that engages in leadership development. Campus leadership team which consists of Principal, Assistant Principal, Innovation Coach, K-3 Instructional Coach, Counselor, and Social Worker will engage in monthly professional leadership development through Dare to Lead.</p> <p>Strategy's Expected Result/Impact: Increased student outcomes on curriculum based assessments, Common Formative Assessments, and state testing.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Dare to Lead Leadership Development - 211 - Title I - 211.13.6299.00.110.0.30.0.00 - \$2,890</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: The leadership team will focus on the following levers: Observation/Feedback, Planning, and Student Culture.</p> <p>Strategy's Expected Result/Impact: Increased student performance on daily checkpoints, Common Formative Assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: The leadership team will consist of seven teacher leaders that will collaborate to support the Core Business of school focusing on engaging learning opportunities for ALL students. Teacher leaders coordinate, inspire, and improve the teaching environment while supporting initiatives that have a positive impact on student outcomes. Teachers will also support the campus Safety Plan to ensure all students and staff engage in proper safety protocols.</p> <p>Strategy's Expected Result/Impact: Increased student performance on daily checkpoints, Common Formative Assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: backpack, waist pack, face masks - 211 - Title I - 211.61.6499.00.110.130, 2 teacher leaders budgeted from campus funds; 5 teacher leaders budgeted from district - 211 - Title I - 211.11.6118.01.110.130 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 1: SPECIAL EDUCATION

ALL SUBJECTS: Increase the number of Special Education (current) students approaching Grade Level standard from 26% to 40%.

READING: Increase the number of Special Education students meeting the STAAR Approaches Grade Level Standard from 31% to 50% grades 3 - 5 for Reading.

MATH: Increase the number of Special Education students meeting the STAAR Approaches Grade Level Standard from 27% to 50% grades 3 - 5 for Math.





SCIENCE: Increase the number of Special Education students meeting the STAAR Approaches Grade Level Standard from 20% to 50% grade 5 Science.

*Data goals reflect 2018-2019 STAAR data.

Evaluation Data Sources: This objective will be evaluated using 2020-2021 STAAR results.

Summative Evaluation: None

<p>Strategy 1: Students will participate in specialized instruction with a special education teacher targeting individual student needs utilizing a variety of modalities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFA, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teacher</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place. Case managers will guide stakeholders to make informed decisions.</p> <p>Strategy's Expected Result/Impact: Review of case manager data</p> <p>Staff Responsible for Monitoring: Special Education Teacher</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will participate in Leveled Literacy Intervention (LLI) reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teacher</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).</p> <p>Strategy's Expected Result/Impact: Increased student achievement based on IEP report card</p> <p>Staff Responsible for Monitoring: Special Education Instructional Coordinator</p> <p>Funding Sources: Instructional resources to support instruction - 199-Special Education PIC 23 - 199.11.6399.110.23 - \$1,208, Furniture and equipment funds - 199-Special Education PIC 23 - 199.11.6395.110.23 - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 5: Special education teachers will use eSped to document ARDs. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing</p> <p>Strategy's Expected Result/Impact: use of eSped for all ARDs</p> <p>Staff Responsible for Monitoring: Special Education Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement among students who participate in Special Education</p> <p>Staff Responsible for Monitoring: Special Education Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 7: Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Specialists</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 8: Students from the Edgewood Transition Center (ETC) and students in Life Skills participating in Unique Learning System to incorporate core curriculum with life embedded skills of cooking, measuring, and social development.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of student participation in programs.</p> <p>Staff Responsible for Monitoring: Special Education Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (EL)

ALL SUBJECTS: Increase the number of EL (Current) students approaching GL standard from 48% to 60%

READING: Increase the number of EL students meeting the STAAR Approaches Grade Level Standard from 51% to 60% grades 3 - 5 for Reading.

MATH: Increase the number of ELL students meeting the STAAR Approaches Grade Level Standard from 47% to 60% grades 3 - 5 for Math.

WRITING: Increase the number of ELL students meeting the STAAR Approaches Grade Level Standard from 31% to 50% grade 4.

SCIENCE: Increase the number of ELL students meeting the STAAR Approaches Grade Level Standard from 56% to 60% grade 5 Science.

- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from 69% to 59%.


*Data goals reflect 2018-2019 STAAR data.


Evaluation Data Sources: The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

Summative Evaluation: None

<p>Strategy 1: ELL students will develop English language proficiency and academic readiness through participation in dual language classes and cultural/academic activities.</p> <p>Strategy's Expected Result/Impact: ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: Bilingual and dual language resources, Spanish books and resources to support instruction - 199-Bilingual PIC 25 - 199.11.6399.00.110.825 - \$1,072</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: ELL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELLevation Platform.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be used to rate ELL students English proficiency.</p> <p>Strategy's Expected Result/Impact: Students will engage in writing activities based on ELPS English Language Proficiency Standards.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will be provided with instructional support from the campus bilingual paraprofessional.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CFAs, benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 3: GIFTED and TALENTED

Increase Masters Grade Level student performance for Gifted and Talented students on STAAR assessments by 5%.

Evaluation Data Sources: Masters Grade Level STAAR performance

Summative Evaluation: None

<p>Strategy 1: Teachers servicing GT students have the appropriate training as provided through the district and through Region 20 Co-Op and professional development services.</p> <p>Strategy's Expected Result/Impact: Increased performance on CFAs, Benchmarks, and attains Masters Grade Level student performance on STAAR</p> <p>Staff Responsible for Monitoring: Literacy Coaches</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Elementary GT students will be offered a GT curriculum that includes the GT Texas Performance Standards through campus teachers that have initial 30 hours of training.</p> <p>Strategy's Expected Result/Impact: Project completion for every GT student</p> <p>Staff Responsible for Monitoring: District GT Teacher</p> <p>Funding Sources: Resources & materials to support instruction for GT students, MakerSpace resources, etc. - 199 - Gifted & Talented PIC 21 - 199.11.6399.00.110.821 - \$968</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Follow appropriate guidelines and schedule for GT nomination and identification.</p> <p>Strategy's Expected Result/Impact: Increased student performance on advanced level assessments to include PSAT, SAT and ACT</p> <p>Staff Responsible for Monitoring: GT Teacher & Literacy Coaches</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 1: GUIDANCE PROGRAM





Provide a proactive developmental guidance program to 100% of classes that address responsive services that supports social and emotional well-being of students, parents and staff.

Evaluation Data Sources: Increased academic achievement and graduation rate

Summative Evaluation: None

<p>Strategy 1: Counselor and social worker will lead groups targeting character traits, social skills, and organizational skills. The 7 Habits of the Leader in Me student leadership program will be implemented.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor and Social Worker</p> <p>Funding Sources: General Supplies - 211 - Title I - 211.11.6399.00.110.0.30.0.00 - \$0, Contracted Services - 211 - Title I - 211.13.6299.00.110.0.30.0.00 - \$16,985</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior</p> <p>Strategy's Expected Result/Impact: Increased number of guidance lessons provided to students will promote student success.</p> <p>Staff Responsible for Monitoring: Counselor and Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 3: Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES:</p> <ul style="list-style-type: none"> -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Misbehavior - School-avoidance -Drop-out Prevention -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress <p>Strategy's Expected Result/Impact: Decreased in discipline referrals. Increased in Student Attendance.</p> <p>Staff Responsible for Monitoring: Counselor and Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Assist students to monitor and understand their own development for the purpose of student planning and goal setting</p> <p>Areas addressed through: INDIVIDUAL PLANNING:</p> <p>Educational:</p> <ul style="list-style-type: none"> - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores <p>Career:</p> <ul style="list-style-type: none"> - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits <p>Personal-Social:</p> <ul style="list-style-type: none"> - Development of healthy self-concepts - Development of adaptive and adjustive social behavior <p>College & Career Readiness</p> <p>Strategy's Expected Result/Impact: Students will gain self-knowledge and awareness of personal/social development.</p> <p>Staff Responsible for Monitoring: Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June





Strategy 5: Social Workers will provide case management to our students that need on-going counseling. Strategy's Expected Result/Impact: Increase in Student Academic Success. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6: Identify homeless students and coordinate support services to ensure that homeless students are present at school Strategy's Expected Result/Impact: Increased attendance rate for homeless student population Staff Responsible for Monitoring: Counselor and Social Worker	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7: Support and monitor PSCC programs and teams. A spring PSCC Survey will be given to parents, students, and staff to measure safety and civility at all campuses. Strategy's Expected Result/Impact: PBIS results, Fall and Spring Common Area Observations, Benchmarks of Quality, PBIS Survey Results Staff Responsible for Monitoring: Principal Funding Sources: PBIS resources and incentives - 199 - Local - 199.11.649900.110.811	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8: Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents. They will implement anti-bullying comprehensive curriculum in K-5th grade classrooms Strategy's Expected Result/Impact: Positive survey results and reduced bullying incidents Staff Responsible for Monitoring: Counselor and Social Worker Funding Sources: Social Worker supplies for small group and guidance - 199 - Local - 199.32.6399.110.0.99 - \$200, Social Worker conference/travel expenses - 199 - Local - 199.32.6411.110.0.99 - \$400, Social Worker misc. funds for student programs - 199 - Local - 199.32.6499.110.0.99 - \$150	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9: Childsafe will provide required training on child and sex abuse reporting policies to all staff members Strategy's Expected Result/Impact: Childsafe reports Staff Responsible for Monitoring: Counselor and Social Worker	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 2: Safe & Healthy Schools: Ensure that all students have a safe and healthy learning environment.

Evaluation Data Sources: Facility walkthrough

Summative Evaluation: None

Strategy 1: Implement safety/sanitation procedures to ensure a safe and healthy learning environment so that students can attend school and focused on academics. Strategy's Expected Result/Impact: Improved attendance, enrollment, and academics Staff Responsible for Monitoring: Campus Administration Funding Sources: Face shields, hand sanitizer, gloves, etc. - 211 - Title I - 211.11.6399.01.110.030 - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Teachers will implement strategies from Girls Empowerment Network to enhance classroom management and positively impact student achievement. Strategy's Expected Result/Impact: Increased student awareness and improved classroom management Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified need(s) Strategy's Expected Result/Impact: Student referral log data Staff Responsible for Monitoring: Nurse	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: Nurse will attend required trainings to provide quality care for all students. Strategy's Expected Result/Impact: Sign-In sheets and state mandated certificates. Staff Responsible for Monitoring: Nurse	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Las Palmas Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Educational Aide II	Kinder Ed. Aide II	Instr. Support -State Comp Ed.	1
Social Worker	Social Worker	Support Services - State Comp Ed	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Genevie C. Rodriguez-Quinones	Kinder - 3rd Grade Instructional Coach	Instructional -Title I, Part A	1
Melissa Covarrubia	Innovation Coach	Instructional -Title I, Part A	1
Parent Liaison	Parent Liaison	Family Engagement -Title I, Part A	.5

Campus Funding Summary

199 - State Compensatory PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentoring Minds, Forde-Ferrier, reading materials, resources to support new standards, etc.	199.11.6399.00.110.830	\$12,825.00
1	1	2	Clipboards, post-its, writing materials, anchor charts, etc. (Office Depot instructional resources)	199.11.6399.110.30	\$5,000.00
1	1	3	Classroom library resources (book bins, reading materials, etc), Reading portfolios, small group work station resources, Guided Rdg materials (dry erase boards/markers, notepads, etc.)	199.6399.110.30	\$5,460.00
1	1	5	Fast Focus, Mentoring Minds, Writing portfolios, mentor texts, writing supplies, etc.	199.11.6399.110.30	\$2,500.00
1	1	6	Mentor texts, portfolios, writing process/conferencing materials, writing supplies & resources, etc.	199.11.6399.00.110.830	\$2,000.00
1	3	1	Mentoring Minds, Forde-Ferrier, problem solving instructional resources, supplemental STAAR prep resources, etc.	199.11.6399.00.110.30	\$2,000.00
1	3	4	Region resources, math manipulative, supplemental resources, etc.	199.11.6399.110.30	\$3,000.00
1	7	1	Printing		\$5,000.00
1	9	3	Student data binders/Student-led conference materials (binders, sheet protectors, dividers, etc.)	199.11.6399.110.30	\$4,000.00
1	9	5	Interactive ViewBoard	199-11-6395-00-110-1-30-0-00	\$0.00
Sub-Total					\$41,785.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	PE Equipment and resources	199.11.6399.03.110.11	\$349.00
1	5	2	Fine Arts resources and supplies	199.11.6399.02.110.11	\$349.00
1	5	2	Music resources and supplies	199.11.6399.04.110.11	\$349.00
1	6	1	Office Depot supplies (clipboards, journals, Post-Its, pens, dry erase markers, etc)	199.13.6399.110.99	\$2,000.00
1	6	1	Office supplies and resources to support professional development needs	199.23.6399.110.99	\$200.00
1	6	2	Refreshments provided during on campus extended professional development sessions	199.23.6499.110.0.99	\$800.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Region 20 professional development funds for administrator	199.23.6239.110.99	\$200.00
1	8	1	Student incentives to support PSCC initiatives	199.11.6499.110.11	\$1,500.00
1	9	1		199.36.6412.00.110.899	\$0.00
1	9	1		199.36.6399.00.110.899	\$0.00
1	9	4	Student field trip funds; Field trips for grade levels to visit colleges & universities	199.11.6412.00.110.811	\$2,500.00
1	9	4	Faculty & staff field trip fees	199.11.6411.00.110.811	\$100.00
5	1	7	PBIS resources and incentives	199.11.649900.110.811	\$0.00
5	1	8	Social Worker supplies for small group and guidance	199.32.6399.110.0.99	\$200.00
5	1	8	Social Worker conference/travel expenses	199.32.6411.110.0.99	\$400.00
5	1	8	Social Worker misc. funds for student programs	199.32.6499.110.0.99	\$150.00
Sub-Total					\$9,097.00
199 - Gifted & Talented PIC 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2	Resources & materials to support instruction for GT students, MakerSpace resources, etc.	199.11.6399.00.110.821	\$968.00
Sub-Total					\$968.00
199-Special Education PIC 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Instructional resources to support instruction	199.11.6399.110.23	\$1,208.00
4	1	4	Furniture and equipment funds	199.11.6395.110.23	\$500.00
Sub-Total					\$1,708.00
199-Bilingual PIC 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Bilingual and dual language resources, Spanish books and resources to support instruction	199.11.6399.00.110.825	\$1,072.00
Sub-Total					\$1,072.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional supplies for student use	211.11.6399.01.110.030	\$2,000.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional supplies/materials		\$2,000.00
1	1	7	Scholastic Student Book Fair (student book purchases)	211.13.6399.110.9.30	\$8,000.00
1	1	7	Monthly Principal Read Aloud texts, texts for local & national literacy events, books to support the Super Reader Strengths, etc.	211.13.6399.110.930	\$5,000.00
1	1	9	Tutoring for extended day and extended week student instructional support	211.6118.1.110.9.30	\$105,000.00
1	1	9	Tutoring snacks for students receiving extended week instructional support	211.11.6499.110.9.30	\$1,000.00
1	1	9	Certified Reading & Math tutors beginning in Spring	211.11.6118.1.110.9.30	\$19,500.00
1	4	3	Science lab materials and workbook resources, Wards Science, HEB, consumables, etc.)	211.11.6399.110.9.30	\$7,314.00
1	6	2	Region 20 Coaching Conference, ELAR Conference, TEKS Resource Conference, etc	211.13.6239.110.9.30	\$8,000.00
1	6	2	Leader in Me Coaching	211.13.6299.0.110.9.30	\$10,350.00
1	6	2	Leader in Me (\$5600), Abydos (\$1200), lead4ward (\$1200)	211.13.6411.110.9.30	\$8,000.00
1	6	3	Spring Faculty Book Study/Read Alouds (2020-2021)	211.13.6329.00.110.1.30.0.00	\$5,000.00
1	6	3	Fall Faculty Book Study/Read Alouds: CRT Practices (2019-2020 Carry Over)	211.13.6329.110.9.30	\$3,000.00
1	6	4	Instructional Coaches	13-6119-00-110-8-30-0-00	\$120,000.00
1	6	6	furniture/equipment/tech	211.11.6395.00.110.0.30.0.00	\$2,000.00
2	1	2	misc. resources to recognize and host parents/community	211.61.649900.110.9.30	\$1,500.00
2	1	3	Home school connection newsletters	211.61.6399.110.9.30	\$1,500.00
2	1	6	supplies/miscellaneous items	211-61-6499.00-110-030000	\$200.00
2	1	6	staff	61-6129-00-110-	\$26,000.00
2	2	2	Day of the Girl Instructional event shirts and materials	211.61.6499.00.110.1.30.0.00	\$1,800.00
3	1	2	Dare to Lead Leadership Development	211.13.6299.00.110.0.30.0.00	\$2,890.00
3	1	4	backpack, waist pack, face masks	211.61.6499.00.110.130	\$0.00
3	1	4	2 teacher leaders budgeted from campus funds; 5 teacher leaders budgeted from district	211.11.6118.01.110.130	\$1,000.00
5	1	1	General Supplies	211.11.6399.00.110.0.30.0.00	\$0.00
5	1	1	Contracted Services	211.13.6299.00.110.0.30.00	\$16,985.00
5	2	1	Face shields, hand sanitizer, gloves, etc.	211.11.6399.01.110.030	\$2,000.00
Sub-Total					\$360,039.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$414,669.00

Addendums