

Gregory-Portland Independent School District
Andrews Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

Vision



Core Beliefs

In G-PISD, we believe our...

STUDENTS are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

PARENTS/FAMILIES are true partners, have a voice, and have high expectations.

FACULTY AND STAFF build inclusive relationships and maximize student success with integrity, compassion, and talent.

PRINCIPALS AND CAMPUS LEADERSHIP are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

SUPERINTENDENT AND CENTRAL OFFICE advance our vision with intention, collaboration, and purpose-driven leadership.

BOARD OF TRUSTEES are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)	Count	Percent
Student Total	636	100%
Early Education Grade	3	0.47%
Pre-Kindergarten Grade	48	7.55%
Kindergarten Grade	88	13.84%
1st Grade	111	17.45%
2nd Grade	84	13.21%
3rd Grade	98	15.41%
4th Grade	97	15.25%
5th Grade	107	16.82%
Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)	Count	Percent
Gender		
Female	304	47.80%
Male	332	52.20%
Ethnicity		
Hispanic-Latino	460	72.33%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	9	1.42%
Black - African American	9	1.42%
Native Hawaiian - Pacific Islander	3	0.47%
White	148	23.27%
Two-or-More	6	0.94%
Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)	Count	Percent
Dyslexia	43	6.76%
Gifted and Talented	24	3.77%
Regional Day School Program for the Deaf	0	0.00%
Section 504	31	4.87%
Special Education (SPED)	89	13.99%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)

	Count	Percent
Bilingual/ESL		
Emergent Bilingual (EB)	97	15.25%
Bilingual	81	12.74%
English as a Second Language (ESL)	11	1.73%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	1	0.16%
Title I Part A		
Schoolwide Program	636	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)

	Count	Percent
At-Risk	270	42.45%
Foster Care	4	0.63%
IEP Continuer	0	0.00%
Immigrant	12	1.89%
Intervention Indicator	64	10.06%
Migrant	0	0.00%
Military Connected	31	4.87%
Transfer In Students	21	3.3019%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	406	63.84%
Free Meals	332	52.20%
Reduced-Price Meals	14	2.20%
Other Economic Disadvantage	60	9.43%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022) Count Percent

Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>15</u>	16.85%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>3</u>	3.37%
Emotional disturbance	<u>3</u>	3.37%
Learning disability	<u>26</u>	29.21%
Speech impairment	<u>38</u>	42.70%
Autism	<u>3</u>	3.37%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	<u>1</u>	1.12%

Instructional Settings

Speech Therapy	<u>39</u>	43.82%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>16</u>	17.98%
Resource Room	<u>34</u>	38.20%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	0	0.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022) Count Percent

Administrative Support	<u>7</u>	11.11%
Teacher	<u>44</u>	69.84%
Educational Aide	<u>12</u>	19.05%
Auxiliary	0	0.00%

Demographics Strengths

Steady increase in student enrollment across the board.

Staffing ratios are reasonable.

School within a school model with additional administrator for bilingual / dual language prek and kinder programming.

Language diversity for emergent bilingual students.

Retaining highly qualified and effective instructional staff that are building a learner-centered culture and developing their instructional impact on student learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Steady increase in student enrollment coupled with limited physical building space. **Root Cause:** New family communities of homes are being built in and around the attendance zones.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Goals



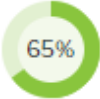
Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.




Performance Objective 1: 1.1 Annually increase performance in reading for all students and all student groups.








High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, MAP scores, Checkpoint data

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading Academies for ELA teachers Strategy's Expected Result/Impact: Teachers learn best practices for reading proficiency. Staff Responsible for Monitoring: Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Jan	Mar	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase instructional resources such as, but not limited to: Studies Weekly Reader BrainPop Accelerated Reader Reading Eggs Headphones Reading Book Bags Strategy's Expected Result/Impact: Teachers will utilize instructional resources weekly to increase rigor in instruction and differentiate instruction for diverse learners. Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Accelerated Reader and Star Reading Subscription - 211 - Title I, Part A - 211 E 11 6397 00 104 2 30 000 - \$6,000, Informational Mastery Reading Grade 4 - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000 - \$300, Instructional support wheels and flip charts - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000 - \$500, Replacements bags for Book Bag program - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000, Crates and labels for Book Bag Program - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000 - \$300, Headphones with Microphones - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000 - \$500	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide instructional materials for GIS reading intervention groups and tutorials. Strategy's Expected Result/Impact: Students will be able to make meaningful connections to reading concepts to increase growth in STAAR, MAP and CBA's. Staff Responsible for Monitoring: GIS Administrator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Instructional Materials for GIS Reading intervention groups and tutorials - 199/24 or 30 - State Compensatory - 199 E 11 6399 30 104 0 30 000 - \$3,000, - 199/24 or 30 - State Compensatory - \$110,458	Formative		
	Jan	Mar	June
			
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Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.








Performance Objective 2: 1.2 Annually increase performance in math for all students and all student groups.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, MAP scores, Checkpoint data








Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct data disaggregation meetings and implement targeted instructional groups based on findings. Strategy's Expected Result/Impact: Students will receive remediated, scaffolded, or accelerated instruction based on need Staff Responsible for Monitoring: Teachers, GIS, Instructional Coach, Campus Administratos Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Headphones with Microphones - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000, Headphones without Microphones - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000, - 211 - Title I, Part A - \$162,807, Instructional support wheels and flip charts - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000 - \$162	Formative		
	Jan	Mar	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Provide instructional materials for GIS math intervention groups and tutorials. Strategy's Expected Result/Impact: Students will be able to make meaningful connections to reading concepts to increase growth in STAAR, MAP and CBA's. Staff Responsible for Monitoring: GIS Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Math Stackers for each grade level - 199/24 or 30 - State Compensatory - 199 E 11 6399 00 104 0 30 000, Instructional materials for GIS math intervention groups and tutorials. - 199/24 or 30 - State Compensatory - 199 E 11 6399 30 104 0 30 000, - 199/24 or 30 - State Compensatory - \$110,458		Formative		
		Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.

Performance Objective 3: 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups.








Evaluation Data Sources: Winning Wednesday schedule, Counselor Schedule/Agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen CCMR traditions on announcements with more information about CCMR during announcements Strategy's Expected Result/Impact: More awareness of CCM Staff Responsible for Monitoring: Campus Administration, counselor TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.

Performance Objective 4: 1.4 Annually increase student engagement for all students and all student groups.











Evaluation Data Sources: Student and parent surveys, meeting schedules

Strategy 1 Details	Formative Reviews		
Strategy 1: Create more student clubs Strategy's Expected Result/Impact: More students will have opportunities to engage in extracurricular participation and activities Staff Responsible for Monitoring: Campus Administration Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: - 211 - Title I, Part A - \$3,000	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.






Performance Objective 5: 1.5 Annually increase the percentage of students who feel safe at school.

Evaluation Data Sources: Student and parent surveys, bully reports, Panorama data

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct a student safety survey Strategy's Expected Result/Impact: Survey results will enlighten administration as to the deficits in feelings of school safety amongst students Staff Responsible for Monitoring: Campus Administration, counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Social & Emotional Learning Educator Wheel - 211 - Title I, Part A - 211 E 11 6399 00 104 2 30 000	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly door checks will be implemented for entire perimeter of campus as well as indoor facilities. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 2: WCA will provide peer-led PD to entire staff each month, will also send counselor to a state conference and monthly ESC trainings, and at least one para and teacher from each grade level will be sent to at least one off-site training of their choice.

Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct staff satisfaction or needs surveys, analyze, and implement appropriate processes or procedures to remedy issues. Strategy's Expected Result/Impact: More satisfied workforce Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WCA will provide peer-led PD to entire staff each month, will also send counselor to a state conference and monthly ESC trainings, and at least one para and teacher from each grade level will be sent to at least one off-site training of their choice.





Performance Objective 2: 2.2 Annually increase the retention rate of highly effective faculty and staff.











Strategy 1 Details	Formative Reviews		
Strategy 1: Offer multiple training opportunities for all staff Strategy's Expected Result/Impact: Teachers will feel better equipped and supported in learning best practices in the classroom. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 2 Funding Sources: - 211 - Title I, Part A	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide equipment needed for Instructional Specialist to perform job responsibilities as needed. Strategy's Expected Result/Impact: Utilize technology equipment for the benefit of student achievement. Staff Responsible for Monitoring: Administrator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Computer tower and two monitors for Title I Specialist - 211 - Title I, Part A - 211 E 11 6396 00 104 2 30 000	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: WCA will conduct monthly family engagement events in addition to monthly grade-level music performances. Each staff member is expected to sponsor a club, UIL event, or serve on a district or campus committee.

Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.






Evaluation Data Sources: Student Satisfaction Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct Student Satisfaction Surveys Strategy's Expected Result/Impact: In knowing student concerns, campus administration will be able to target deficit areas for improvement thus improving student satisfaction. Staff Responsible for Monitoring: Campus administration, counselor Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3 - School Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Each teacher will sponsor a club. Strategy's Expected Result/Impact: More clubs will create more opportunities for whole child development: academics, self-actualization, and socioemotional wellbeing. Staff Responsible for Monitoring: teachers, administration Title I: 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - Technology 4 Funding Sources: - 211 - Title I, Part A	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will conduct two "fairs" for equal opportunity for exposure to all clubs and events: Club Fair & UIL Event Fair. Strategy's Expected Result/Impact: More students will be engaged in clubs and participate in UIL events. Staff Responsible for Monitoring: teachers, administration Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Art Class will be added to the Specials rotation. Strategy's Expected Result/Impact: Students will obtain more Fine Arts TEKS, have a weekly creative outlet for their feelings and self-worth, and transfer & integrate knowledge from other subjects into one cumulative project. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2, 3 Funding Sources: - 211 - Title I, Part A - \$1,000	Formative		
	Jan	Mar	June
			
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Goal 3: WCA will conduct monthly family engagement events in addition to monthly grade-level music performances. Each staff member is expected to sponsor a club, UIL event, or serve on a district or campus committee.








Performance Objective 2: 3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide family nights Strategy's Expected Result/Impact: More families being on campus creates familiarity with staff thus provides a welcome environment for family satisfaction and engagement. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability Problem Statements: Demographics 1 - School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: - 211 - Title I, Part A - \$200	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: WCA will conduct monthly family engagement events in addition to monthly grade-level music performances. Each staff member is expected to sponsor a club, UIL event, or serve on a district or campus committee.








Performance Objective 3: 3.3 Annually increase the percentage of community satisfaction and engagement.

Evaluation Data Sources: Community Satisfaction Survey Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold community engagement events Strategy's Expected Result/Impact: More philanthropic community events will increase community satisfaction and engagement. Staff Responsible for Monitoring: Teachers, counselor, campus administration TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 3 Funding Sources: - 211 - Title I, Part A - \$100	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 1: 4.1 Annually improve operational processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Audit current operation processes Strategy's Expected Result/Impact: Learn and understand the positives and negatives of current operational processes and adjust as needed Staff Responsible for Monitoring: Campus Administration, custodial staff, secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Have meetings with staff members about budget procedures, responsibilities, and federal/state/district requirements. Strategy's Expected Result/Impact: More foundational knowledge of budgetary processes creates a stronger application and use of money. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 3: 4.3 Ensure strategic alignment of resources.

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct resource audit Strategy's Expected Result/Impact: Find misalignments within resources and plan/adjust accordingly Staff Responsible for Monitoring: Instructional Coach, Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199/25 - State Bilingual/ESL - \$3,750, - 199/21 -State Gifted and Talented - \$1,900, - Special Education (PIC 23) - \$1,300, - Dyslexia (PIC 37,43) - \$1,134	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 4: 4.4 Annually improve safety and security.




Strategy 1 Details	Formative Reviews		
Strategy 1: Create drill schedule and run with fidelity Strategy's Expected Result/Impact: Participants will be well versed in appropriate measures when an emergency arises Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Students will be more prepared for the 5th grade Science administration of STAAR by revising the master schedule to include 3rd and 4th grade science classes, a STEAM rotation in students' Specials schedule, and Science TEKS based clubs.

Performance Objective 1: Annually increase performance in science for all students and all student groups.

High Priority

Evaluation Data Sources: STAAR Assessment, campus created science assessments, Robotics club competition placement

Strategy 1 Details	Formative Reviews		
Strategy 1: Revising the master schedule to include 3rd and 4th grade science classes, a STEAM rotation in students' Specials schedule, and Science TEKS based clubs Strategy's Expected Result/Impact: Annually increase performance in science for all students and all student groups. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2	Formative		
	Jan	Mar	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$3,750.00
Sub-Total					\$3,750.00
Budgeted Fund Source Amount					\$3,750.00
+/- Difference					\$0.00
199/24 or 30 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials for GIS Reading intervention groups and tutorials	199 E 11 6399 30 104 0 30 000	\$3,000.00
1	1	3			\$110,458.00
1	2	2	Instructional materials for GIS math intervention groups and tutorials.	199 E 11 6399 30 104 0 30 000	\$0.00
1	2	2			\$110,458.00
1	2	2	Math Stackers for each grade level	199 E 11 6399 00 104 0 30 000	\$0.00
Sub-Total					\$223,916.00
Budgeted Fund Source Amount					\$223,916.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Accelerated Reader and Star Reading Subscription	211 E 11 6397 00 104 2 30 000	\$6,000.00
1	1	2	Replacements bags for Book Bag program	211 E 11 6399 00 104 2 30 000	\$0.00
1	1	2	Informational Mastery Reading Grade 4	211 E 11 6399 00 104 2 30 000	\$300.00
1	1	2	Crates and labels for Book Bag Program	211 E 11 6399 00 104 2 30 000	\$300.00
1	1	2	Instructional support wheels and flip charts	211 E 11 6399 00 104 2 30 000	\$500.00
1	1	2	Headphones with Microphones	211 E 11 6399 00 104 2 30 000	\$500.00
1	2	1	Headphones without Microphones	211 E 11 6399 00 104 2 30 000	\$0.00
1	2	1	Headphones with Microphones	211 E 11 6399 00 104 2 30 000	\$0.00
1	2	1	Instructional support wheels and flip charts	211 E 11 6399 00 104 2 30 000	\$162.00
1	2	1			\$162,807.00
1	4	1			\$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Social & Emotional Learning Educator Wheel	211 E 11 6399 00 104 2 30 000	\$0.00
2	2	1			\$0.00
2	2	2	Computer tower and two monitors for Title I Specialist	211 E 11 6396 00 104 2 30 000	\$0.00
3	1	2			\$0.00
3	1	4			\$1,000.00
3	2	1			\$200.00
3	3	1			\$100.00
Sub-Total					\$174,869.00
Budgeted Fund Source Amount					\$174,869.00
+/- Difference					\$0.00
199/21 -State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$1,900.00
Sub-Total					\$1,900.00
Budgeted Fund Source Amount					\$1,900.00
+/- Difference					\$0.00
Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$1,300.00
Sub-Total					\$1,300.00
Budgeted Fund Source Amount					\$1,300.00
+/- Difference					\$0.00
Dyslexia (PIC 37,43)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$1,134.00
Sub-Total					\$1,134.00
Budgeted Fund Source Amount					\$1,134.00
+/- Difference					\$0.00
Grand Total Budgeted					\$406,869.00
Grand Total Spent					\$406,869.00

Dyslexia (PIC 37,43)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00