

# Lamar Consolidated Independent School District

## Thomas Elementary

### 2023-2024 Campus Improvement Plan



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# Comprehensive Needs Assessment

Revised/Approved: May 15, 2023

## Demographics

### Demographics Summary

Demographics: 31.11% African American, 38.27% Hispanic, 14.64% white, 0.33% American Indian, 11.31% Asian. We have 57.74% Economically Disadvantaged, 13.14% of our population receives special education services, 44.93% of students are identified as being at-risk and 21.13% of our population are English learners. Our current enrollment is 601.

Middle class - single and 2 parent working households. Social emotional needs are high for our students. We are slowly growing and decreasing our Title 1 population. Our highest eligibility areas for students in need are SLD in Reading Comprehension and Basic Reading Skills.

### Demographics Strengths

90+% of parents believe that Thomas has quality family engagement. 94% of parents also believe that their student is safe at school. Technology use is high.

100% of staff feel like students are well supported and available for communication. Our students feel supported (above 90%) in their academic preparation.

Overall GRA growth from EOY 2022 to EOY 2023 was +18% to result in 74% of our students reading on or above grade-level expectations.

Kindergarten EOY GRA - 75% of students are on or above level. 100% of students with two or more races, 83% of Whites, and 77% of Asian students scored on or above grade level EOY GRA.

First grade EOY GRA - 70% of students are on or above grade level on GRA. 91% of our Asian and 72% of our White students scored on or above grade level GRA.

Second grade EOY GRA - 69% of students are on or above grade level on GRA. 92% of students with two or more races and 80% of Hispanic students scored on or above grade level EOY GRA.

Third grade EOY GRA - 72% of students are on or above grade level GRA. 100% of our Asian and 82% of our White students scored on or above grade level EOY GRA.

Fourth grade EOY GRA - 84% of students are on or above grade level. 100% of Asian, EB and two or more races scored on or above while 84% of our African American and 81% of our Hispanic students scored on or above level.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. **Root Cause:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

**Problem Statement 2 (Prioritized):** 48% of students in first grade and 71% of second grade students did not meet growth projections as measured on Math MAP. **Root Cause:** 50% of our student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking because they were not consistently taught.

**Problem Statement 3:** Kindergarten through Third grade averaged 29% of their readers below-level based on the EOY GRA. **Root Cause:** EOY expectations: K - one teachers with 59% of students; another with 31% below.; 1st - one classroom, instructed by multiple subs, with 40% of the class below and 20% of these students were five levels below (EOY Kinder expectation, one grade level below); 2nd - one teacher with 53% of students below; 3rd - with 28% below-level, 20% of the below are 1 or 2 reading levels below expectation

# Student Learning

## Student Learning Summary

In Reading, the data reflects a decrease from Approaches to Meets.

	May 2023 STAAR Reading, Grade 3													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Did Not Meet	Did Not Meet	Approaches	Approaches	Meets	Masters	
								Low	High	Low	High			
Thomas Elementary	68	28	1469	53.56%	86.76%	48.53%	17.65%	4.41%	8.82%	20.59%	17.65%	30.88%	17.65%	
Economic Disadvantage	34	25	1428	47.68%	88.24%	32.35%	2.94%	5.88%	5.88%	35.29%	20.59%	29.41%	2.94%	
Asian	4	37	1596	71.15%	100%	100%	50%	0%	0%	0%	0%	50%	50%	
Black/African American	22	27	1454	51.40%	81.82%	40.91%	13.64%	9.09%	9.09%	22.73%	18.18%	27.27%	13.64%	
Hispanic	28	28	1466	53.09%	92.86%	46.43%	10.71%	0%	7.14%	21.43%	25%	35.71%	10.71%	
Two or More Races	3	23	1404	44.23%	66.67%	33.33%	0%	0%	33.33%	33.33%	0%	33.33%	0%	
White	11	29	1477	55.24%	81.82%	54.55%	36.36%	9.09%	9.09%	18.18%	9.09%	18.18%	36.36%	
Currently Emergent Bilingual	15	25	1432	48.85%	80%	40%	13.33%	6.67%	13.33%	26.67%	13.33%	26.67%	13.33%	
Special Ed Indicator	13	21	1372	39.50%	69.23%	15.38%	0%	7.69%	23.08%	30.77%	23.08%	15.38%	0%	

	May 2023 STAAR Reading, Grade 4													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Did Not Meet	Did Not Meet	Approaches	Approaches	Meets	Masters	
								Low	High	Low	High			
Thomas Elementary	99	29	1579	55.46%	82.83%	57.58%	30.30%	10.10%	7.07%	14.14%	11.11%	27.27%	30.30%	
Economic Disadvantage	60	27	1555	51.57%	76.67%	48.33%	26.67%	15%	8.33%	20%	8.33%	21.67%	26.67%	
Asian	7	38	1714	72.53%	85.71%	85.71%	71.43%	0%	14.29%	0%	0%	14.29%	71.43%	
Black/African American	38	29	1573	55.06%	81.58%	60.53%	28.95%	13.16%	5.26%	13.16%	7.89%	31.58%	28.95%	
Hispanic	40	27	1552	51.30%	82.50%	47.50%	20%	12.50%	5%	20%	15%	27.50%	20%	
Native Hawaiian/Pacific Islander	1	39	1691	75%	100%	100%	100%	0%	0%	0%	0%	0%	100%	
Two or More Races	3	43	1760	82.69%	100%	100%	100%	0%	0%	0%	0%	0%	100%	
White	10	27	1548	51.54%	80%	50%	20%	0%	20%	10%	20%	30%	20%	
Currently Emergent Bilingual	24	28	1554	52.96%	79.17%	54.17%	20.83%	8.33%	12.50%	8.33%	16.67%	33.33%	20.83%	
First Year of Monitoring	1	34	1626	65.38%	100%	100%	0%	0%	0%	0%	0%	100%	0%	
Special Ed Indicator	14	17	1420	32.69%	50%	14.29%	0%	28.57%	21.43%	28.57%	7.14%	14.29%	0%	

In Math, the student data reflects a decrease from Approaches to Meets.

	May 2023 STAAR Mathematics, Grade 3													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Did Not Meet	Did Not Meet	Approaches	Approaches	Meets	Masters	
								Low	Meet	Low	High			
Thomas Elementary	68	21	1485	57.67%	85.29%	55.88%	23.53%	1.47%	13.24%	13.24%	16.18%	32.35%	23.53%	
Economic Disadvantage	34	18	1433	49.84%	76.47%	32.35%	11.76%	2.94%	20.59%	20.59%	23.53%	20.59%	11.76%	
Asian	4	25	1555	66.89%	100%	75%	25%	0%	0%	25%	0%	50%	25%	
Black/African American	22	20	1457	53.19%	77.27%	40.91%	18.18%	4.55%	18.18%	13.64%	22.73%	22.73%	18.18%	
Hispanic	28	22	1487	58.20%	85.71%	60.71%	21.43%	0%	14.29%	7.14%	17.86%	39.29%	21.43%	
Two or More Races	3	21	1485	57.66%	100%	33.33%	33.33%	0%	0%	33.33%	33.33%	0%	33.33%	
White	11	23	1514	61.92%	90.91%	72.73%	36.36%	0%	9.09%	18.18%	0%	36.36%	36.36%	
Currently Emergent Bilingual	15	21	1481	57.84%	93.33%	66.67%	6.67%	0%	6.67%	13.33%	13.33%	60%	6.67%	
Special Ed Indicator	13	16	1398	44.28%	69.23%	15.38%	7.69%	7.69%	23.08%	30.77%	23.08%	7.69%	7.69%	

	May 2023 STAAR Mathematics, Grade 4													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Did Not Meet	Did Not Meet	Approaches	Approaches	Meets	Masters	
								Low	High	Low	High			

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Did Not Meet Low	Did Not Meet	Approaches Low	Approaches High	Meets	Masters
Thomas Elementary	99	24	1600	60.81%	78.79%	62.63%	29.29%	4.04%	17.17%	9.09%	7.07%	33.33%	29.29%
Economic Disadvantage	60	23	1574	56.71%	73.33%	51.67%	25%	5%	21.67%	11.67%	10%	26.67%	25%
Asian	7	32	1741	79.29%	100%	85.71%	71.43%	0%	0%	0%	14.29%	14.29%	71.43%
Black/African American	38	24	1593	59.41%	76.32%	60.53%	26.32%	2.63%	21.05%	13.16%	2.63%	34.21%	26.32%
Hispanic	40	23	1577	57.94%	75%	57.50%	27.50%	5%	20%	7.50%	10%	30%	27.50%
Native Hawaiian/Pacific Islander	1	27	1617	67.50%	100%	100%	0%	0%	0%	0%	0%	100%	0%
Two or More Races	3	31	1723	76.67%	100%	100%	33.33%	0%	0%	0%	0%	66.67%	33.33%
White	10	24	1576	59.25%	80%	60%	20%	10%	10%	10%	10%	40%	20%
Currently Emergent Bilingual	24	24	1593	60.73%	79.17%	66.67%	25%	0%	20.83%	8.33%	4.17%	41.67%	25%
First Year of Monitoring	1	19	1503	47.50%	100%	0%	0%	0%	0%	0%	100%	0%	0%
Special Ed Indicator	14	18	1489	44.46%	57.14%	21.43%	14.29%	21.43%	21.43%	21.43%	14.29%	7.14%	14.29%

In Science, the student data reflects a decrease from Approaches to Meets.

	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Thomas Elementary	99	20	3696	51.80%	63.64%	25.25%	8.08%
Economic Disadvantage	57	20	3648	50.07%	61.40%	22.81%	5.26%
American Indian/Alaskan Native	2	13	3211	33.33%	0%	0%	0%
Asian	11	23	3949	59.91%	63.64%	45.45%	27.27%
Black/African American	26	21	3769	54.34%	76.92%	26.92%	7.69%
Hispanic	43	19	3620	49.37%	60.47%	23.26%	4.65%
Two or More Races	4	21	3764	54.49%	50%	25%	0%
White	13	19	3643	49.90%	61.54%	15.38%	7.69%
Currently Emergent Bilingual	29	17	3453	42.97%	41.38%	10.34%	0%
First Year of Monitoring	2	21	3743	53.85%	50%	50%	0%
Special Ed Indicator	11	14	3284	36.60%	27.27%	0%	0%

	Kinder GRA -- EOY 2023					Testing Campus
	Total Students	Date Taken	Overall			
			Below Grade Level	On Grade Level	Above Grade Level	
Thomas Elementary	81	05/11/23	24.69%	12.35%	62.96%	Thomas Elementary
Economic Disadvantage	46	05/11/23	36.96%	8.70%	54.35%	Thomas Elementary
Asian	13	05/08/23	23.08%	0%	76.92%	Thomas Elementary

	Kinder GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
Black/African American	26	05/08/23	30.77%	19.23%	50%	Thomas Elementary
Hispanic	21	05/12/23	28.57%	14.29%	57.14%	Thomas Elementary
Two or More Races	3	05/08/23	0%	0%	100%	Thomas Elementary
White	18	05/11/23	16.67%	11.11%	72.22%	Thomas Elementary
Currently Emergent Bilingual	24	05/08/23	25%	12.50%	62.50%	Thomas Elementary
Special Ed Indicator	7	05/08/23	28.57%	14.29%	57.14%	Thomas Elementary
	1st Grade GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
Thomas Elementary	103	04/17/23	30.10%	2.91%	66.99%	Thomas Elementary
Economic Disadvantage	47	04/17/23	38.30%	2.13%	59.57%	Thomas Elementary
Asian	11	04/17/23	9.09%	0%	90.91%	Thomas Elementary
Black/African American	30	04/17/23	30%	6.67%	63.33%	Thomas Elementary
Hispanic	40	04/17/23	37.50%	0%	62.50%	Thomas Elementary
Two or More Races	4	04/17/23	50%	0%	50%	Thomas Elementary
White	18	04/17/23	22.22%	5.56%	72.22%	Thomas Elementary
Currently Emergent Bilingual	25	04/17/23	48%	0%	52%	Thomas Elementary
Special Ed Indicator	5	04/17/23	60%	0%	40%	Thomas Elementary

	Kinder GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
	2nd Grade GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
Thomas Elementary	101	05/08/23	30.69%	7.92%	61.39%	Thomas Elementary
Economic Disadvantage	46	05/08/23	36.96%	8.70%	54.35%	Thomas Elementary
Asian	13	05/08/23	30.77%	7.69%	61.54%	Thomas Elementary
Black/African American	34	05/08/23	35.29%	8.82%	55.88%	Thomas Elementary
Hispanic	33	05/08/23	39.39%	9.09%	51.52%	Thomas Elementary
Two or More Races	5	05/09/23	20%	0%	80%	Thomas Elementary
White	16	05/08/23	6.25%	6.25%	87.50%	Thomas Elementary
Currently Emergent Bilingual	15	05/09/23	33.33%	13.33%	53.33%	Thomas Elementary
Special Ed Indicator	11	05/08/23	45.45%	18.18%	36.36%	Thomas Elementary
	3rd Grade GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
Thomas Elementary	68	05/10/23	27.94%	14.71%	57.35%	Thomas Elementary
Economic Disadvantage	31	05/10/23	38.71%	19.35%	41.94%	Thomas Elementary
Asian	4	05/02/23	0%	0%	100%	Thomas Elementary
Black/African American	22	05/10/23	40.91%	18.18%	40.91%	Thomas Elementary
Hispanic	28	05/10/23	25%	17.86%	57.14%	Thomas Elementary
Two or More Races	3	05/02/23	33.33%	0%	66.67%	Thomas Elementary



	Kinder GRA -- EOY 2023					
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
White	11	05/02/23	18.18%	9.09%	72.73%	Thomas Elementary
Currently Emergent Bilingual	15	05/10/23	33.33%	6.67%	60%	Thomas Elementary
Special Ed Indicator	13	05/10/23	46.15%	23.08%	30.77%	Thomas Elementary
<b>4th Grade GRA -- EOY 2023</b>						
	Total Students	Date Taken	Overall			Testing Campus
			Below Grade Level	On Grade Level	Above Grade Level	
Thomas Elementary	99	05/05/23	18.18%	16.16%	65.66%	Thomas Elementary
Economic Disadvantage	51	05/05/23	27.45%	15.69%	56.86%	Thomas Elementary
Asian	7	05/05/23	14.29%	0%	85.71%	Thomas Elementary
Black/African American	38	05/05/23	15.79%	15.79%	68.42%	Thomas Elementary
Hispanic	40	05/11/23	20%	22.50%	57.50%	Thomas Elementary
Native Hawaiian/Pacific Islander	1	05/05/23	0%	0%	100%	Thomas Elementary
Two or More Races	3	04/26/23	0%	0%	100%	Thomas Elementary
White	10	05/11/23	30%	10%	60%	Thomas Elementary
Currently Emergent Bilingual	24	05/11/23	16.67%	20.83%	62.50%	Thomas Elementary
First Year of Monitoring	1	05/05/23	0%	100%	0%	Thomas Elementary
Special Ed Indicator	14	05/11/23	64.29%	21.43%	14.29%	Thomas Elementary

### Student Learning Strengths

Overall, the campus GRA reading levels increase by 18%.

3rd grade STAAR Math results indicate that 85% of students were at the Approaches proficiency level, with 93% of EB students at Approaches, which is higher than the district average (83%).

5th grade STAAR Science results indicate that Black/African American students were at 76.9% Approaches proficiency level compared to 63.6% overall.

4th grade STAAR Math results indicate that 78.79% were at the Approaches proficiency level, with 79.17% of our EB students at Approaches.

3rd grade STAAR Reading results indicate that 86.76% were at the Approaches proficiency level, with 80% of our EB students at Approaches, which is comparable to the district average (86.9%)

4th grade STAAR Reading results indicate that 30% were at Masters proficiency level, which is higher than the district level (29.6%)

3rd grade students on/above GRA level percentage was 72%, which is higher than the district average. (69%)

4th grade students on/above GRA level percentage was 83%, which is higher than the district average. (64%)

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

**Problem Statement 1:** 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level.

**Root Cause:** Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second graders are below grade level in phonics.

**Problem Statement 2 (Prioritized):** 48% of students in first grade and 71% of second grade students did not meet growth projections as measured on Math MAP. **Root Cause:** 50% of our student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking because they were not consistently taught.

**Problem Statement 3 (Prioritized):** Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. **Root Cause:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

**Problem Statement 4:** STAAR data indicates that there is a drastic decline from students at Approaches to Meets in reading and math. **Root Cause:** The previous PLC focus was on intervention. Not enough practice with the new question types on STAAR (ECR).

**Problem Statement 5:** Science STAAR data reflects the need to refine Tier 1 instruction. **Root Cause:** An understanding of the rigor of the standards in all grades.

# Perceptions

## Perceptions Summary

**MISSION/VISION:** To prepare children for their future by providing varied educational opportunities in a way that encourages students to engage in higher level academics and life experiences, so that we create life-long learners who will become the leaders of tomorrow.

**MOTTO:** Thomas Tigers see us soar, Thomas Tigers hear us roar!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level.

**Root Cause:** Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second graders are below grade level in phonics.

# Priority Problem Statements

**Problem Statement 1:** Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide.

**Root Cause 1:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** 48% of students in first grade and 71% of second grade students did not meet growth projections as measured on Math MAP.

**Root Cause 2:** 50% of our student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking because they were not consistently taught.

**Problem Statement 2 Areas:** Demographics - Student Learning

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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

## 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

- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Goal 1: By June 2024, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.



**Performance Objective 1:** We will improve Tier 1 instruction for PK-2 students






**High Priority**

**HB3 Goal**










**Evaluation Data Sources:** GRA, TX-KEA, District Assessments, Running Records, Word Knowledge Inventory, Science of Reading Academies, MAP, Vertical Teams, Impact Cycle

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure that all PK-2 ELAR teachers receive adequate ELAR trainings and instructional supports such as: Science of Reading of Academies, UFLI phonics, Next Step Forward in Guided Reading, Word Knowledge Inventory, Running Records, Heggerty, Sounds Walls, HMH, Patterns of Wonder/Power, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach PK-2 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from UFLI phonics, Heggerty, and Next Steps to Guiding Reading group lessons as seen in their lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> High Quality Tier 1 instruction. Increase in GRA levels, MAP and TX-KEA levels as more students are reading at or above grade level</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach PK-2 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Based on small group instruction, teachers will implement common, formative, and summative assessments and disaggregate, analyze, and share results in PLC Data Digs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs for individualized instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach PK-2 ELAR Teachers EB Specialist Special Education teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All K through 3rd grade teachers will complete The Science of Reading Academies over the next three years.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, high quality professional development, high yield instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach K-3 Teachers Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> PK classrooms will have a Pre-K aide to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, high quality professional development, high yield instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K teacher Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> Personnel - Pre K Aide - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$97,351.37</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 1:** Goal 1: By June 2024, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.






**Performance Objective 2:** Ensure all PK-2 grade ELAR students receive supports for interventions, remediation, or extensions.







**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** GRA, TX-KEA, MAP, CLI, Walk throughs, Learning Walks, MTSS Data, tutorial instructional plans, Word Knowledge Inventory, Progress Learning, Learning A-Z

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will provide tutorials and individualized instruction support and materials for at risk PK-2 students in order to close the achievement gap before, during, and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach PK-2 ELAR Teachers Paraprofessionals Administrators</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,970, Reading materials - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students (in all sub populations) will be provided WIN (What I Need) and GROWl time (scheduled intervention time) during the school day to strengthen their individual skill sets. (MTSS)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach K-2 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Two times per nine weeks SPED case managers/ EB specialist and teachers will meet with campus administration to review individual student data and progress for Special Education students and EB students. During this time, SPED case managers/EB specialist, and teachers will tailor student accommodations as needed to scaffold for success resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers Inclusion Teachers EB Specialist ESL Teachers Literacy Coach Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Goal 1:** Goal 1: By June 2024, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.

**Performance Objective 3:** Ensure all PK-2 ELAR teachers have appropriate materials/resources to enhance instruction to all students including students identified as at risk.

**HB3 Goal**

**Evaluation Data Sources:** Science of Reading Academies, GRA, TX-KEA, MAP, UFLI, Heggerty, Next Steps to Guided Reading, Word Knowledge Inventory, Progress Learning, Learning A-Z, etc.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Inventory all PK-2 reading materials and purchase necessary resources to ensure equality in all classrooms.  <b>Strategy's Expected Result/Impact:</b> Equitable resources for all teachers and students.  <b>Staff Responsible for Monitoring:</b> Instructional Coach                      PK-2 ELAR Teachers                      Administrators</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Funding Sources:</b> Reading materials - 211 Title I, Part A - \$13,366, Library Books - 211 Title I, Part A - \$5,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,290</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.  <b>Strategy's Expected Result/Impact:</b> Encourage parent involvement and awareness of available resources  <b>Staff Responsible for Monitoring:</b> Instructional Coach                      EB Specialist                      Administrators</p> <p><b>Title I:</b>                      4.2</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Goal 2:

By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Reading STAAR.



**Performance Objective 1:** Strategy 1: Improve Tier 1 instruction in every 3-5 grade ELAR classroom.









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** GRA, District Benchmark, Science of Reading Academies, MAP, PLCs, STAAR, Vertical Teams, Walk-throughs, Learning Walks, Impact Cycle, Lesson plans, Progress Learning, etc.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from Patterns of Power, HMH, Next Steps to Guided Reading, etc. in group lessons as seen in their lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Based on small group instruction, teachers will implement common formative and summative assessments to disaggregate, analyze, and discuss results in PLCs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, instructional adjustments in PLCs to individualize instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure that all 3-5 ELAR teachers receive adequate ELAR trainings and instructional support such as: Next Steps to Guided Reading, Word Knowledge Inventory, Literature Circles, HMH, Patterns of Power, Progress Learning, on-demand Coaching and Professional Learning, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff travel - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Goal 2:

By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Reading STAAR.



**Performance Objective 2:** Ensure all 3-5 grade reading/writing students receive supports for interventions, remediation, or extensions.

**High Priority**





**HB3 Goal**









**Evaluation Data Sources:** GRA, Word Knowledge Inventory, District Assessments, Science of Reading Academies, MAP

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will provide tutorials for individualized instruction support and materials for at risk 3-5 students in order to continue to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in individual learning performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$20,000, Reading materials - 211 Title I, Part A - \$500, Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,970</p>	Formative		
	Nov	Feb	June
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will be provided WIN (What I Need) and GROWl time (scheduled intervention time) during the school day to strengthen their individual skill sets for each sub pop. (MTSS)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual growth in learning, high quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide and implement interventions to achieve STAAR Meets standards in grades 3-5 reading including the Special Education and EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach EB Specialist ESL Teachers SPED Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Two times per nine weeks SPED case managers/ EB Specialist and teachers will meet with campus administration to review individual student data and progress for special education and EB students to tailor their accommodations as needed to scaffold for success resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, improved MTSS strategies and implementation</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers EB Specialist ESL Teachers Instructional Coach Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Reading Tutor Instructional Coach Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$14,969.71</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Goal 2:

By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Reading STAAR.



**Performance Objective 3:** Ensure all 3-5 ELAR teachers have appropriate materials/ resources to enhance instruction to all students including students identified as At Risk.







**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** GRA, District Assessments, Running Records , Science of Reading Academies, MAP, Progress Learning

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Inventory all 3-5 ELAR materials and purchase necessary resources to ensure equality in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are equipped with research-based, relevant materials, equitable personalized instruction, and high yield instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach 3-5 ELAR Teachers Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading Materials - 211 Title I, Part A - \$14,367, Library Books - 211 Title I, Part A - \$5,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,490</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan</p> <p><b>Strategy's Expected Result/Impact:</b> increased relevance of home- school connection</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist Instructional Coach Administrators</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Goal 3:



By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Math/Science STAAR for all sub populations.










**Performance Objective 1:** Campus will improve Tier 1 instruction of math for all students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Assessments, STAAR, MAP, Vertical teams, PLCs, Walkthroughs, Learning Walks, Impact Cycle, lesson plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure that all math/science teachers receive adequate trainings and instructional support resources such as STEMscopes, Guided Math training, Problem Solving, Number Talks, on-demand Coaching and Professional Learning, District Math Cadre (K-3), etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff travel - 211 Title I, Part A - \$2,500</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each teacher will provide small group instruction focused on fact fluency, academic vocabulary, and problem-solving strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach All Math/Science teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Based on small group instruction, teacher will implement common formative summative assessments to disaggregate, analyze, and discuss results in PLC Data Digs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, decrease number of students in MTSS Tiers 2 and 3</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Goal 3:





By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Math/Science STAAR for all sub populations.





**Performance Objective 2:** Ensure all 3-5 grade math/science students receive supports for interventions, remediation, or extensions.

**High Priority**







**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Assessments, Walkthroughs, Lesson plans, Vertical teams, PLCs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Math Tutor Instructional Coach Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math Tutors - 211 Title I, Part A - \$20,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will provide tutorials for individualized instruction support for at risk 3-5 students in order to close achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math/Science Teachers Administrators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students (in all sub populations) will be provided WIN (What I Need intervention) and GROWI time (scheduled intervention time) during the school day to strengthen their individual skill sets including the use/monitoring of programs such as Dreambox and STEMscopes.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math/Science Teachers Administrators EB Specialist Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Two times per nine weeks SPED case managers/EB Specialist and teachers will meet with campus administration to review individual student data and progress, and alter their intervention as needed to promote success resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math/Science Teachers Administrators SPED teachers EB Specialist ESL Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide and implement intervention strategies to achieve STAAR Meets standards in grades 3-5 math/science including the special education population.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math/Science teachers SPED teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Goal 3:



By June 2024, all 3-5 grade students will increase academic performance by 7% in Meets and Masters as measured on Math/Science STAAR for all sub populations.








**Performance Objective 3:** Ensure all math/science teachers have appropriate materials/resources to enhance instruction to all students including students identified as at risk.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP, Dreambox, District Assessments, Walkthroughs, Lesson plans, Learning Walks, Vertical teams, PLCs, STEMscopes, Lone Star Learning

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Inventory all math/science materials and purchase necessary resources to ensure equality in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Math/Science Teachers Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math materials - 211 Title I, Part A - \$14,367, Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,970, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,490</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule meetings for parents to explain math resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school-parent connections and relationships</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach EB Specialist Administrators Classroom teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** Goal 4: By June 2024, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.



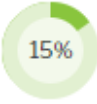



**Performance Objective 1:** Increase mental and emotional health supports and resources to improve social and emotional well being among students and staff.


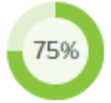




**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Discipline referrals, classroom notes, Standard Response Protocol (SRP) counselor group attendance, Capturing Kids Hearts training, K-12 survey, lessons from Character Building day by day, wellness survey, PBIS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We provide a safe, comfortable learning environment and a place for students to foster their social and emotional learning with a peace corner in each room (red bean bag). We also provide a place for our staff to decompress during times of stress. The staff has access to a peace corner (a classroom to foster their social and emotional health in this high stress job).</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions; teachers are better able to self regulate their emotions as well.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Social emotional resources - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Daily Character Counts lessons and affirmations on announcements for all students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions; teachers are better able to self regulate their emotions as well.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Character Counts guidance lessons will be provided monthly to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Social Emotional Lessons provided weekly to all students. Each Monday teachers will read and discuss a social story from Building Character.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Classroom teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will purchase necessary resources to ensure all classrooms are equipped with flexible seating, peace corner (bean bags), stress balls, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Core team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Social emotional resources - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> We will provide individual and/or group counseling to any students in need and provide information/resources to their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions and manage their social interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor HGI Counselor Family Support Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. <b>Root Cause:</b> Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.</p>
Student Learning
<p><b>Problem Statement 3:</b> Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. <b>Root Cause:</b> Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.</p>

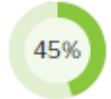



**Goal 4:** Goal 4: By June 2024, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.








**Performance Objective 2:** Provide a safe, inclusive, effective school culture for all.

**High Priority**












**HB3 Goal**

**Evaluation Data Sources:** Discipline referrals, classroom notes, Standard Response Protocol (SRP), counselor group attendance, Capturing Kids Hearts training, K-12 survey, lessons from character building day by day, wellness survey, No Place for Hate activities, PBIS, Navigate360, Character Counts, attendance, etc.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will implement the PBIS framework schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Behavior Incentives - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will review the behavior matrix on announcements weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will have schoolwide token economy to reward positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will train and practice our Standard Response Protocol drills monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff are better prepared to respond to both drills and actual emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will participate in Red Ribbon Week and Character Counts Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared to make appropriate decisions in situations that may be uncomfortable.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			











Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Each classroom and our faculty will participate in creating a Social Contract (Capturing Kids Hearts).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build better relationships one on one with students, and thus result in lower discipline referral rates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> English Learners, their families, and community-based organizations will be invited to participate in a variety of engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school- parent connections</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist Administrators</p> <p><b>Title I:</b> 4.2</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials for parent events - 199 PIC 25 State Bilingual/ESL - \$200</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> We will participate in No Place for Hate activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will maintain better social interactions and tolerance for all.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Goal 4: By June 2024, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.

**Performance Objective 3:** We will monitor attendance and tardies daily.

**High Priority**

**Evaluation Data Sources:** Attendance records, Tardy records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will monitor attendance weekly and report the grade with the highest % each Monday for student incentives.  <b>Strategy's Expected Result/Impact:</b> We will reach the goal of 97% or higher attendance for the year.  <b>Staff Responsible for Monitoring:</b> Teachers, front office clerk, administrators</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> We will monitor tardies daily with the ON TIME TIGERS for student incentives.  <b>Strategy's Expected Result/Impact:</b> We will have more students coming to school on time based on our tardy report.  <b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Thomas Elementary

**Total SCE Funds:** \$8,910.00

**Total FTEs Funded by SCE:** 2

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

We purchase resources in reading and math with our state comp ed funds. We also hire tutors and pay teachers to tutor our students before/after school.

## Personnel for Thomas Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Rodriguez	PreK Aide	1
Armoni Edwards	PreK Aide	1

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Vicki Stevenson	Principal
Administrator	Tracy Mills	Assistant Principal
Non-classroom Professional	Julie Conrad	Instructional Coach
Non-classroom Professional	Taylor Tucker	Instructional Coach
Non-classroom Professional	Stephanie Guthman	Counselor
Non-classroom Professional	Headiyeh Matthews	EB Specialist
District-level Professional	Dana Maresh	District Math Lead
Business Representative	Shannon Hansen	Business representative
Classroom Teacher	Jeanna Valenta	Classroom Teacher
Classroom Teacher	Lauren Wiese	Classroom Teacher
Classroom Teacher	Annalissa Cummings	Classroom Teacher
Classroom Teacher	Nichole Pearson	Classroom Teacher
Classroom Teacher	Bethany Holub	Classroom Teacher
Parent	Anna Chavez	Parent

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Vicki Stevenson	Principal
Administrator	Tracy Mills	AP
Non-classroom Professional	Stephanie Guthman	Counselor
Classroom Teacher	Stephanie Moore	Special Education Teacher
Non-classroom Professional	Julie Conrad	Instructional Coach
Non-classroom Professional	Taylor Tucker	Instructional Coach
Non-classroom Professional	JoEllen Michalec	Librarian

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading materials		\$500.00
1	3	1	Reading materials		\$13,366.00
1	3	1	Library Books		\$5,000.00
2	1	3	Staff travel		\$2,500.00
2	2	1	Tutors		\$20,000.00
2	2	1	Reading materials		\$500.00
2	3	1	Reading Materials		\$14,367.00
2	3	1	Library Books		\$5,000.00
3	1	1	Staff travel		\$2,500.00
3	2	1	Math Tutors		\$20,000.00
3	3	1	Math materials		\$14,367.00
4	1	1	Social emotional resources		\$2,000.00
4	1	5	Social emotional resources		\$2,000.00
4	2	1	Behavior Incentives		\$2,000.00
<b>Sub-Total</b>					\$104,100.00
<b>Budgeted Fund Source Amount</b>					\$104,100.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Personnel - Pre K Aide		\$97,351.37
1	2	1	Instructional Materials		\$2,970.00
2	2	1	Instructional Materials		\$2,970.00
2	2	5	Tutors		\$14,969.71
3	3	1	Instructional Materials		\$2,970.00
<b>Sub-Total</b>					\$121,231.08
<b>Budgeted Fund Source Amount</b>					\$121,231.08

**199 PIC 30 State SCE Title I-A, Schoolwide Activit**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
<b>+/- Difference</b>					\$0.00

**199 PIC 25 State Bilingual/ESL**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Instructional materials		\$1,290.00
2	3	1	Instructional materials		\$1,490.00
3	3	1	Instructional materials		\$1,490.00
4	2	7	Materials for parent events		\$200.00
<b>Sub-Total</b>					\$4,470.00
<b>Budgeted Fund Source Amount</b>					\$4,470.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$229,801.08
<b>Grand Total Spent</b>					\$229,801.08
<b>+/- Difference</b>					\$0.00