

Wichita Falls Independent School District

Jefferson Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

Mission Statement

The mission for Jefferson Elementary is that everyone in our Jefferson family be a respectful, productive and responsible member of our school and community.

Vision

I am a member of the Jefferson Elementary family. Today is a new day and I am respectful, responsible and ready to learn. I honor the rights of other students and help keep our school a safe place. I know my teachers' value and believe in me. I am successful.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Average class size is 20.3

Student Demographics

Gender (Eduphoria)

- Female 46.58% (198 students)
- Male 53.41% (227 students)

Ethnicity (18-19 TAPR): 447 students total

- Hispanic-Latino 22.59% (101 students)
- White/Non-Hispanic 77.4% (346 students)

Race (18-19 TAPR): 447 students total

- 0.4% (2 students) are American Indian-Alaskan Native
- 2.2% (10 students) are Asian
- 7.8% (35 students) are Black - African American
- 0% (0 students) are Native Hawaiian - Pacific Islander
- 58.8% (263 students) are White
- 8.1% (36 students) are two-or-more races

Student by Program: (2018-2019 TAPR)

- The mobility rate is 14.3% (53) for the 2017-2018 school year
 - 3.8% Af. Amer (14)
 - 2.7% Hispanic (10)
 - 7.0% White (26)
 - .3% Asian (1)
 - .5% Two or More Races (2)
- 12.75% (57students) are identified Special Education
 - 35.1% Intellectual Disabilities (20)
 - 40.4% Physical Disabilities (23)
 - 15.8% Behavioral Disabilities (9)
 - 8.8% Students with Autism (5)
- 3.4% (15 students) are identified as Gifted & Talented Program
- 4.3% (19 students) are identified as Limited English Proficient (English Language Learners)

Other Student Information (OnSuite Data):

- 59.3% (265 students) of the student population is Economically Disadvantaged
- 51.5% (230 students) of the student population is At-Risk
- 9.6% (43) Section 504 Students
- 5.1% (23) Students with Dyslexia

Information taken from 2018-2019 TAPR report and Eduphoria

Demographics Strengths

Jefferson's strengths include a high level of parent involvement at campus events and a highly active PTA. Jefferson remains a somewhat middle class “neighborhood” school, along with having students living in federally funded housing areas. We are becoming a more diversified campus. We strive to provide high levels of support to students from teachers, paras, administrators, as well as utilizing tutors that serve our students throughout the year. Our teachers work closely with our tutors to target the needs of each individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. **Root Cause:** We were not able to meet the needs of diverse learners because students did not have the same support at home.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from M-Class assessments, Texas Primary Reading Inventory (TPRI), iStation, district benchmarks, additional summative assessment and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes.

In the four indexes assessed for the state accountability area in 2018-2019, Jefferson scored (B-83) Student Achievement; (B-83) Student Progress; (C-79) Closing Performance Gaps; and a (B-82) Overall Score. Our Closing the Achievement Gaps score dropped significantly. We believe this may be contributed to teacher turnover in the STAAR grade levels. We had 6 new teacher in STAAR grades/subjects during the 18-19 school year.

2018-2019 District EOY Assessments:

KG EOY M: Approaches GL: 90.77% Masters GL: 81.54%

1st EOY M: Approaches GL: 79.69% Masters GL: 35.94%

2nd EOY M: Approaches GL: 49.06% Masters GL:13.21% (Our second grade math scores were below expectation. This needs to be an area that is addressed in the upcoming year).

STAAR Scores 2018

3rd Reading: ALL Students - Approaches GL: 74% Meets GL: 44% Masters GL: 30%

Hispanic-73%, 33%, 20%

White - 76%, 51%, 37%

Two or More - 60%, 40%, 40%

ED- 56%, 25%, 4%

Sped- 30%, 20%, 20%

-

3rd Math: Approaches GL: 76% Meets GL: 42% Masters GL: 11%

Hispanic-80%, 40%, 7%

White - 78%, 49%, 12%

Two or More - 60%, 20%, 20%

ED- 56%, 22%, 6%

Sped- 50%, 10%, 10%

4th Reading: Approaches GL: 72% Meets GL: 41% Masters GL: 24%

Hispanic-69%, 31%, 23%

White - 83%, 47%, 25%

Two or More - 67%, 50%, 50%

ED- 61%, 34%, 22%

Sped- 42%, 25%, 17%

4th Math: Approaches GL: 76% Meets GL: 44% Masters GL: 20%

Hispanic-54%, 23%, 15%

White - 83%, 53%, 23%

Two or More - 67%, 50%, 33%

ED- 71%, 44%, 17%

Sped- 50%, 25%, 0%

4th Writing: Approaches GL: 62% Meets GL: 27% Masters GL: 8%

Hispanic-38%, 23%, 0%

White - 69%, 29%, 10%

Two or More - 67%, 33%, 17%

ED- 59%, 20%, 7%

Sped- 33%, 25%, 0%

5th Reading: Approaches GL: 89% Meets GL: 68% Masters GL: 39%

Hispanic-95%, 68%, 37%

White - 93%, 70%, 48%

ED- 79%, 56%, 21%

Sped- 45%, 18%, 9%

5th Math: Approaches GL: 93% Meets GL: 80% Masters GL: 55%

Hispanic-100%, 84%, 58%

White - 95%, 85%, 60%

ED- 91%, 74%, 44%

Sped- 64%, 18%, 0%

5th Science :Approaches GL: 87% Meets GL: 73% Masters GL: 44%

Hispanic-100%, 83%, 50%

White - 90%, 80%, 48%

ED- 82%, 67%, 42%

Sped- 36%, 18%, 0%

Due to Emergency School Closures caused by COVID-19 pandemic, no EOY assessments, including STAAR, could be administered. We have to go off of the data from previous year's assessments and district created MOY assessments and unit tests.

There are a lot of gaps that will need to be filled because of the lack of face-to-face instruction for the 4th 9 week period of the 19-20 school year. We plan to use data from the BOY MAP assessment that will be conducted to help us determine areas for focus.

Student Learning Strengths

KG EOY M: Approaches GL: 90.77% Masters GL: 81.54%

Students were performing high at the 5th grade level where we have veteran teachers.

5th Reading: Approaches GL: 89% Meets GL: 68% Masters GL: 39%

Hispanic-95%, 68%, 37%

White - 93%, 70%, 48%

ED- 79%, 56%, 21%

Sped- 45%, 18%, 9%

5th Math: Approaches GL: 93% Meets GL: 80% Masters GL: 55%

Hispanic-100%, 84%, 58%

White - 95%, 85%, 60%

ED- 91%, 74%, 44%

Sped- 64%, 18%, 0%

5th Science :Approaches GL: 87% Meets GL: 73% Masters GL: 44%

Hispanic-100%, 83%, 50%

White - 90%, 80%, 48%

ED- 82%, 67%, 42%

Sped- 36%, 18%, 0%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.

School Processes & Programs

School Processes & Programs Summary

Jefferson had 9 new staff members in the 18-19 school year, 6 of which were in STAAR grades/subjects. During the 19-20 school year we will have three new staff members- a 5th ELAR teacher, a LIFE teacher, and a para. In the upcoming 20-21 school year, we will have 7 new staff members and are losing several highly trained teachers to moves and promotions. We will have the following new staff members:

- Music Teacher
- LIFE Teacher
- 3rd Grade RLA Teacher
- 2nd Grade self-contained Teacher
- Librarian/Instructional Media Specialist
- Sped Aide (newly added position)
- PE Aide

Support systems, such as common grade level planning, PLC time, and a common learning framework will be in place. Additionally, instructional coaches and mentor teachers will be utilized to help support new staff.

WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement.

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Teachers implement Balanced Literacy and Guided Math as part of the district initiatives. Last year, two selected groups of teachers and leaders went through extensive Marzano's HRS (Highly Reliable Schools) and we achieved HRS Level 1 certification. Additionally, Jefferson went through Capturing Kids Hearts training and HRS Level 2 Leadership training. A team of campus staff members are scheduled to the HRS Summit Conference in Austin this summer. Eleven staff members attended the Get Your Teach On conference in February of last school year.

Kindergarten through 5th grade will continue to have 1:1 chromebooks. All homeroom classrooms, as well as Resource, Inclusion, and all three LIFE classrooms have interactive whiteboards. Teachers not previously attending Google training will have an opportunity to be trained.

Monthly safety drills and logs are maintained. Doors are secure and all visitors to campus have to sign in with front office staff and are printed a name badge.

Jefferson has many activities for students to participate in including clubs, UIL, and choir.

We have a positive behavior program and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students.

All staff at Jefferson Elementary are Highly Qualified. Instructional Coaches provide instructional support. All teachers new to Jefferson are also provided professional learning opportunities through campus professional learning communities and opportunities to observe teachers on other campuses. Brand new teachers are provided a mentor and veteran teachers who are new to the campus are provided a "go-to" person to assist with any questions or concerns. Training is provided throughout the year to support all teachers. Administrators work to maintain high levels of morale and alleviate burden when possible to promote teacher retention.

We have an independent intervention period built into the schedule to provide more small group instruction. Classroom teachers collaborate with SpEd teachers to assist in the

growth of our special education students. Jefferson strives to educate the whole child through social, emotional well being, providing character education and enrichment opportunities for students to explore outside interests and develop a sense of belonging and value.

School Processes & Programs Strengths

High staff morale; Staff members are overall willing to do whatever is necessary to ensure student success. Staff members help tutor and volunteer to help each other.

Teachers have built a good foundation for Balanced Literacy components and will continue to hone their craft in this during the current school year. Staff overall have a positive attitude and are excited to grow in their profession.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although training has been provided for some staff, not all staff have followed through on tracking/implementing their ASOT goals. **Root Cause:** There needs to be a campus level team created to provide follow-up training, support, expectations for meetings, and accountability at the campus level.

Perceptions

Perceptions Summary

Jefferson has a culture in which all members strive for greatness. Overall, parents are supportive of teachers and administrators. There is a general friendliness about the school. When visitors enter, we often hear compliments about how friendly everyone is. Jefferson believes that all students can learn and make growth. Administrators value staff members of all levels and strive to provide positive feedback and praise. We celebrate the successes and analyze shortcomings to find ways to make ourselves better. We welcome visitors to come observe and often have teachers from other campuses or districts come to our school to observe. We invite community members to come and see what we are about. We partner with Midwestern State University to provide a place where aspiring teachers can come and learn. We believe that it takes an entire community of students, teachers, staff, parents, and business partners to make a successful school. We work to ensure that all components are a part of the process. We have a "growth mindset" and are focused on setting and reaching goals at every grade level. We believe all students can learn

We can gain insight into perceptions through staff, students, and parent surveys conducted throughout the year.

Perceptions Strengths

We get positive feedback from parents. We have a rating on parent reviews on our Jefferson FB page. We often get compliments about the culture of our school and other schools and community (Midwestern State University) send people to visit and observe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We don't have a streamlined process to obtain consistent feedback from parents and students. **Root Cause:** A team was not created to collaborate, develop and implement a system for obtaining feedback for our campus.

Priority Problem Statements

Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21.

Root Cause 1: We were not able to meet the needs of diverse learners because students did not have the same support at home.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A significant number of students begin the year below grade level.

Root Cause 2: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Although training has been provided for some staff, not all staff have followed through on tracking/implementing their ASOT goals.

Root Cause 3: There needs to be a campus level team created to provide follow-up training, support, expectations for meetings, and accountability at the campus level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We don't have a streamlined process to obtain consistent feedback from parents and students.

Root Cause 4: A team was not created to collaborate, develop and implement a system for obtaining feedback for our campus.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- Gifted and talented data
- Dyslexia Data
- 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

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback






Goals


Goal 1: Recruit, retain, and support teachers and principals.





Performance Objective 1: Retain 95% or more of staff at the end of the 2020-2021 school year.

Evaluation Data Sources: Mentors assigned
New Staff Survey and Results

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Each new teacher will be assigned a content area and/or grade level mentor.</p> <p>Strategy's Expected Result/Impact: New teachers' planning and teaching skills will improve. Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: All staff will be offered staff development opportunities, either on campus, within district, or out of district, throughout the year.</p> <p>*Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Staff will gain additional knowledge and their teaching practices will improve Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; District Curriculum Specialists Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Funding for registration for professional development to improve online teaching and funding for subs to cover teachers classes while attending the professional development. - Title 1 Part A - \$758</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Instructional coaches will focus on providing assistance to teachers in need of instructional strategies and resources. Instructional coaches will focus on new (including new to grade level) and struggling teachers.</p> <p>Strategy's Expected Result/Impact: Improvement in content knowledge, planning and lesson delivery. Staff Responsible for Monitoring: Instructional coaches; campus administrators Problem Statements: School Processes & Programs 1 Funding Sources: Instructional Coaches - Salaries & Benefits - SCE - \$88,000</p>	Formative Reviews		
	Nov	Feb	May
			

Strategy 4: Take Quick Data checks to analyze the perception of staff regarding level of support. Analyze data for trends, areas of strengths, areas to take a closer look Strategy's Expected Result/Impact: Gain an understanding of staff perceptiveness in school's overall safety, culture, and collaboration. Staff Responsible for Monitoring: Principal, Asst. Principal HRS Leadership Team	Formative Reviews		
	Nov	Feb	May
	 15%		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.
School Processes & Programs
Problem Statement 1: Although training has been provided for some staff, not all staff have followed through on tracking/implementing their ASOT goals. Root Cause: There needs to be a campus level team created to provide follow-up training, support, expectations for meetings, and accountability at the campus level.

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: Fill at least 90% of vacancies for the the 2021-2022 school year by the end of May in the 2020-2021 school year.

Evaluation Data Sources: Number of vacancies based on report from HR and Talent Ed.

Summative Evaluation: No progress made toward meeting Objective

<p>Strategy 1: Attend yearly district job fair, collect resumes, interview candidates, reaching out to local university to get potential candidates who are student teachers, maintain file of potential new hires.</p> <p>*The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: All current staff members are highly qualified.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Decrease the number of Pre-kindergarten students who are At-risk (in either Phonics, Math, or Science) on the EOY Circle Test to less than 90%.

Evaluation Data Sources: EOY Circle Assessment

Participation in BUDS (Building up Developing Students) program.
 Use of Technology to enhance learning.
 Results from UpStart program

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: All Pre-K students participate in the BUDS (Building Up Developing Students) program where they are partnered with upper elementary students who serve as mentors.</p> <p>Strategy's Expected Result/Impact: Pre-K students will build rapport with upper elementary students and receive help where it is needed.</p> <p>Pre-K students will develop a sense of community within the school environment and will feel safe and ready to transition to elementary.</p> <p>Staff Responsible for Monitoring: Administrators; Teachers</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Pre-K students will participate in district implemented program "SmartStart" to increase reading and math skills.</p> <p>Strategy's Expected Result/Impact: Students in Pre-K will advance their skills in reading and math.</p> <p>Staff Responsible for Monitoring: District Pre-K Curriculum Specialists Pre-K Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.





Goal 2: Build a foundation of literacy and numeracy.









Performance Objective 2: 60% of Kindergarten students will be reading on at least a Level B and 40% will be on Level C on Raz-Kids by May 2021.

80% of 1st grade students will be reading at Raz Kids Level I or higher or will have improved by at least 4 reading levels by May 2021. 100% of 1st grade students will improve by at least one reading level by May 2021.

85 % of 2nd grade students will be reading at Level O or higher or will have improved by at least 4 reading levels by May 2021. 100% of second grade students will improve by at least one reading level by May 2021.

Evaluation Data Sources: Running Records

<p>Strategy 1: Implement Braum's Reading Buddies program to encourage students to read more.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary.</p> <p>Staff Responsible for Monitoring: Librarian, Teachers</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Our Campus (second grade students)will participate in the Read2Learn program having an assigned mentor reading buddy.</p> <p>Strategy's Expected Result/Impact: Increase reading fluency/literacy whereby all students will be reading on grade level at the end of the second grade.</p> <p>Staff Responsible for Monitoring: R2L co-coordinators, Administrators, Teachers, R2L mentors</p> <p>Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instrutional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 5: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy)</p> <p>Strategy's Expected Result/Impact: Increase in student progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.</p>

Goal 2: Build a foundation of literacy and numeracy.



Performance Objective 3: 88% of 3rd grade students will be reading at Level S (Instructional) or Level R (Independent) or higher or will have improved by at least 4 reading levels by May 2021. 100% of third grade students will improve by at least one reading level by May 2021.







88% of 4th grade students will be reading at Level W (instructional) or Level V (Independent) or higher or will have improved by at least 3 reading levels by May 2021. 100% of fourth grade students will improve by at least one reading level by May 2021.

90% of 5th grade students will be reading at Level Z or higher (instructional level) or X (independent level) or will have improved by at least 3 reading levels by May 2021. 100% of fifth grade students will improve by at least one reading level by May 2021.

Evaluation Data Sources: Running Records

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Implement Braum's Reading Buddies program to increase students love of reading.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary.</p> <p>Staff Responsible for Monitoring: Librarian, Teachers</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instrutional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>			
<p>Strategy 3: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy)</p> <p>Strategy's Expected Result/Impact: Increase in student progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211 E 11 6248 00 118 0 30 000 - \$943</p>			

<p>Strategy 5: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Using EOY Math MAP assessments:

Kindergarten:

The percentage of Kindergarten students that score on grade level or above will increase by 17 points from BOY to EOY by June 2021.

1st grade:

The percentage of 1st grade students that score on grade level or above will increase by 16 points from BOY to EOY by June 2021.

2nd grade:

The percentage of 2nd grade students that score on grade level or above will increase by 14 points from BOY to EOY by June 2021.

3rd grade:

The percentage of 3rd grade students that score on grade level or above will increase by 12 points from BOY to EOY by June 2021.

4th grade:


The percentage of 4th grade students that score on grade level or above will increase by 10 points from BOY to EOY by June 2021.





5th grade:







The percentage of 5th grade students that score on grade level or above will increase by 8 points from BOY to EOY by June 2021.

Evaluation Data Sources: EOY Assessments (K-2)

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Continue to implement Guided Math from Kindergarten through 5th grade. Teachers will create a numeracy rich environment and students will utilize manipulatives in daily math lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in math.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
	 40%		

<p>Strategy 2: Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence.</p> <p>Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts.</p> <p>SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Use math games based on Readiness and Supporting Standards that students can check out based on standards where they have weaknesses and take home to practice math skills with their parents.</p> <p>Strategy's Expected Result/Impact: Improvement in student scores in math.</p> <p>Parent engagement in students' progress and success.</p> <p>Staff Responsible for Monitoring: Math Teachers; Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Kamico materials to build math games centered around TEKS - Title 1 Part A - 211.e.11.6339.0.118.0.30.000 - \$202.50</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Maintain math resource library to provide books and engaging activities and games to utilize in math lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

Strategy 6: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy) Strategy's Expected Result/Impact: Increase in student progress in reading and math. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211 E 11 6248 00 118 0 30 000 - \$973	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 1	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.
Student Learning
Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.

Goal 2: Build a foundation of literacy and numeracy.


Performance Objective 5: Third Grade Math STAAR:
 -80 % will reach approaches level on May 2021 STAAR
 - 45% will reach met standard on May 2021 STAAR
 - 20% will reach mastered level on May 2021 STAAR






Fourth Grade:
 -80 % will reach approaches level on May 2021 STAAR
 - 45% will reach met standard on May 2021 STAAR
 - 20% will reach mastered level on May 2021 STAAR


Fifth Grade:
 -80 % will reach approaches level on May 2021 STAAR
 - 55% will reach met standard on May 2021 STAAR
 - 25% will reach mastered level on May 2021 STAAR

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Teachers will use TEKS Resource System - Instructional Focus Document to plan lessons aligned with district's scope and sequence.</p> <p>Strategy's Expected Result/Impact: Students' math skills will improve and they will gain a deeper understanding of math concepts.</p> <p>SpEd students and ELL students will benefit from the use of manipulatives to strengthen math vocabulary and skills by having something tactile to associate concepts with.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Instructional Math Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 2: Use math games based on Readiness and Supporting Standards that students can check out based on standards where they have weaknesses and take home to practice math skills with their parents.</p> <p>Strategy's Expected Result/Impact: Improvement in student scores in math.</p> <p>Parent engagement in students' progress and success.</p> <p>Staff Responsible for Monitoring: Math Teachers; Instructional Coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Kamico materials to build math games centered around TEKS - Title 1 Part A - 211.e.11.6339.0.30.118.000 - \$202.50</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instrutional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Continue to implement Guided Math from Kindergarten through 5th grade. Teachers will create a numeracy rich environment and students will utilize manipulatives in daily math lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in math.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Principal, Assistant Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Maintain math resource library to provide books and engaging activities and games to utilize in math lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy)</p> <p>Strategy's Expected Result/Impact: Increase in student progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 7: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 6: The percentage of Kindergarten students that score on grade level or above in Language and Literacy will increase by 15% from BOY to EOY in TX-KEA.

The percentage of 1st grade students that score on or above grade level in Reading will increase 15 points from BOY to EOY based on MAP Reading Assessment Data.

The percentage of 2nd grade students that score on or above grade level in Reading will increase 13 points from BOY to EOY based on MAP Reading Assessment Data.



The percentage of 3rd grade students that score on or above grade level in Reading will increase 10 points from BOY to EOY based on MAP Reading Assessment Data.


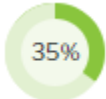






The percentage of 4th grade students that score on or above grade level in Reading will increase 8 points from BOY to EOY based on MAP Reading Assessment Data.

The percentage of 5th grade students that score on or above grade level in Reading will increase 6 points from BOY to EOY based on MAP Reading Assessment Data.

Evaluation Data Sources: BOY and EOY MAP assessment results

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Implement Braum's Reading Buddies program to increase students love of reading.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary.</p> <p>Staff Responsible for Monitoring: Librarian, Teachers</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 3: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy)</p> <p>Strategy's Expected Result/Impact: Increase in student progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211 E 11 6248 00 118 0 30 000 - \$943</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.</p>
Student Learning
<p>Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 7: Third Grade Reading STAAR:

- 80 % will reach approaches level on May 2021 STAAR
- 45% will reach met standard on May 2021 STAAR
- 20% will reach mastered level on May 2021 STAAR

Fourth Grade:



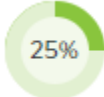
- 80 % will reach approaches level on May 2021 STAAR
- 45% will reach met standard on May 2021 STAAR
- 20% will reach mastered level on May 2021 STAAR








Fifth Grade:

- 80 % will reach approaches level on May 2021 STAAR
- 55% will reach met standard on May 2021 STAAR
- 25% will reach mastered level on May 2021 STAAR

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Implement Braum's Reading Buddies program to increase students love of reading.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to read which will hopefully create internal motivation and a love for reading by being exposed to more literature. Increased reading of books should increase students' reading levels and vocabulary.</p> <p>Staff Responsible for Monitoring: Librarian, Teachers</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Create individual student binders to track progress and set goals for improvement.</p> <p>Strategy's Expected Result/Impact: Students will become more self-aware of their own strengths and weaknesses.</p> <p>Students will monitor their own progress and develop goals which should lead to improvement overall.</p> <p>Staff Responsible for Monitoring: Teachers; Instrutional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Maintain reading resource library to provide books and engaging activities and games to utilize in reading lessons.</p> <p>Strategy's Expected Result/Impact: Increased engagement will lead to increased understanding and increased success.</p> <p>Staff Responsible for Monitoring: Instructional Math Coach, Administrators, Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

Strategy 4: Use online program to assess student progress and provide intervention in both reading and math. (Education Galaxy) Strategy's Expected Result/Impact: Increase in student progress in reading and math. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Purchase Education Galaxy - Title 1 Part A - 211 E 11 6248 00 118 0 30 000 - \$943	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: Administer MAP testing at BOY. Utilize data from MAP testing at beginning of the year to determine areas of weakness and gaps in skills for each student. After providing instruction and interventions, reassess skills at MOY and EOY to check for progress and determine continued gaps. Strategy's Expected Result/Impact: Teachers will be able to target instruction and intervention specifically to skills where students are lacking which should result in closing of gaps. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Student Learning 1	Formative Reviews		
	Nov	Feb	May
			
Strategy 6: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Staff Responsible for Monitoring: Principal ESL Teachers Asst. Principal Funding Sources: - Not Funded	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. Root Cause: We were not able to meet the needs of diverse learners because students did not have the same support at home.
Student Learning
Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase student awareness of post-secondary opportunities by offering at least 3 college and career awareness activities by the end of the 2020-2021 school year.


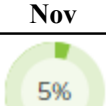
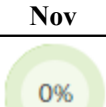
Evaluation Data Sources: Flyers










Agendas

Photos

Student Surveys

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Make students aware of post-secondary opportunities through: wearing college shirts on Wednesdays, staff displaying college degrees and teaching certificates in classrooms.</p> <p>Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 2: Host a career day/reality fair. Due to COVID and social distancing requirements, the career day and reality fair may have to be done digitally/virtually.</p> <p>Strategy's Expected Result/Impact: Students will be aware of potential careers and real life skills; income potential related to real life situations and expected and unexpected expenses.</p> <p>Staff Responsible for Monitoring: Counselor, teachers, administrators, community/business members.</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 3: Provide exposure to new skills and potential areas of interest through weekly club meetings, both within the school day and after school. Students will experience multiple clubs throughout the year. Due to COVID and the need for social distancing and maintaining cohorts of students, clubs may have to take place in the classroom setting.</p> <p>Strategy's Expected Result/Impact: All students will have a broader range of interests and experiences to draw from for later opportunities.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative Reviews		
	Nov	Feb	May
			
			
			










<p>Strategy 4: Provide opportunity for students to join the STEAM 5.0 Club.</p> <p>Hold STEAM Club meetings at least one time per week.</p> <p>Take a field trip to "The Garage."</p> <p>Create a plan to compete in the Hackathon competition during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase students' real world problem solving skills.</p> <p>Increase awareness of robotics and computer coding and how the knowledge can be used to solve real world problems.</p> <p>Staff Responsible for Monitoring: Instructional Media Specialist; Teacher(s); Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Utilize high school students in the PALS programs to mentor students at the elementary level.</p> <p>Strategy's Expected Result/Impact: Elementary students will have a high school role model that will help develop their desire and motivation to be successful in school.</p> <p>Staff Responsible for Monitoring: Assistant Principal; Librarian; Attendance Clerk; Teachers; Principal</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: Provide students the opportunity to participate in UIL competitions in a variety of events.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to reach their fullest potential and become leaders.</p> <p>Staff Responsible for Monitoring: UIL Sponsor; UIL Coaches; Administrators</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: 100% of core subject teachers will participate in a minimum of 10 targeted PLC meetings by the end of May 2021.

Evaluation Data Sources: PLC Meeting Minutes
 PLC Meeting Agendas
 Sign-In Sheets
 Data Dig Spreadsheet

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Hold monthly vertical PLC meetings to analyze data, discuss strategies, collaborate with content area peers.</p> <p>Strategy's Expected Result/Impact: Increase student performance in all areas.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Hold Grade Level PLCs with targeted focus to include Technology Support, Curriculum Support, Data Digs, and Instructional Rounds.</p> <p>Strategy's Expected Result/Impact: Teachers will become more effective through continued professional development and support.</p> <p>Teachers will be aware of each student's progress or lack thereof and determine ways to target student needs.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Create an ASOT team to develop a system for training, providing support, and holding teachers accountable for creating and tracking progress on their independent ASOT goals.</p> <p>Strategy's Expected Result/Impact: Improved teaching by teachers each selecting an area on which to focus for the year, setting clear goals, and actively working toward those goals.</p> <p>Staff Responsible for Monitoring: ASOT Team; Instructional Coaches; Teachers; Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Although training has been provided for some staff, not all staff have followed through on tracking/implementing their ASOT goals. **Root Cause:** There needs to be a campus level team created to provide follow-up training, support, expectations for meetings, and accountability at the campus level.


Goal 4: Improve low performing schools.










Performance Objective 2: Increase the academic growth score for the "all students" group from 69 to 71 in math STAAR by the end of the 20-21 school year.

Evaluation Data Sources: CBAs

- Benchmarks
- Tutor Timesheets
- Tutor Sign-In Sheets

Summative Evaluation: Some progress made toward meeting Objective

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 1: Tutoring:</p> <p>*Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Hire effective, reliable tutors in math and reading beginning in the first semester and continuing in the second.</p> <p>Hire substitutes to cover classes while teachers pull tutoring groups in reading, writing, science, and math.</p> <p>Provide after school tutoring.</p> <p>Strategy's Expected Result/Impact: Increase performance on assessments throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators; teachers</p> <p>Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Hire tutors to do pull-out small group tutoring - Title 1 Part A - 211 E 11 6118 67 118 1 30 000 - \$12,305, Supplemental Aide at 90% - SCE - \$21,780, Hire tutors to do pull-out small group tutoring - SCE - 199 E 11 6118 67 118 0 30 000 - \$2,000, Interventionist Salaries-40% - Title 1 Part A - \$23,442, Hire tutors to do pull-out small group tutoring - Title 1 Part A - 211 E 11 6118 67 118 0 30 000 - \$1,579</p>	 <p>25%</p>		

<p>Strategy 2: Provide targeted interventions to meet the needs of students at every level by continuing with multiple programs (MTSS, RtI process, Instructional Coaching, TAG, etc.) into the 2020-2021 school year.</p> <p>Utilize classroom and district data to determine areas for growth. Provide grade level small group intervention utilizing an intervention hour call "Jag Time" in which teachers pull students to work on specific targeted grade level skills.</p> <p>*Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.</p> <p>*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Students will improve understanding of grade level objectives.</p> <p>Staff Responsible for Monitoring: Grade level teachers Asst. Principal Principal Instructional Coaches</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coaches- Salaries & Benefits 40% - Title 1 Part A - \$58,600</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Provide remote learning opportunities during school closure and/or student quarantine to prevent increase in gaps in learning and maintain continuity of educational services.</p> <p>Strategy's Expected Result/Impact: Maintain student engagement in learning; prevent loss of academic gains and prevent increase in gaps in learning.</p> <p>Staff Responsible for Monitoring: Teachers; administrators, counselor, instructional coaches</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Utilize newly hired "COVID paras" to assist during each JAG Time Intervention period. Paras will provide tutoring and support to students in the classroom while classroom teachers work with remote students and small groups or one-on-one with Face-to-Face students.</p> <p>Strategy's Expected Result/Impact: Minimizing of gaps in student learning by utilizing additional personnel support to meet the needs of the students. Teachers will have more time to connect with remote students and continue to work on gaps with them.</p> <p>Staff Responsible for Monitoring: COVID paras, classroom teachers, administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Covid Aides Salary - SCE - \$40,000</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. **Root Cause:** We were not able to meet the needs of diverse learners because students did not have the same support at home.

Student Learning

Problem Statement 1: A significant number of students begin the year below grade level. **Root Cause:** Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.

Goal 4: Improve low performing schools.

Performance Objective 3: Help motivate students through recognition programs, maintaining at least 6 school wide recognition programs, by the end of the 2020-2021 school year and continuing classroom level recognition.

Evaluation Data Sources: Awards Ceremonies

House Competition (PBIS)

Student of the Month

Academic Recognition

Pep Rallies

Jags with SWAG (PBIS)






9 weeks parties

Fun Fridays

Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Surprise Visits from Jaguar Mascot to recognize student for job well done

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Implement a variety of programs within the classroom and across the campus, including, but not limited to:</p> <p>Awards Ceremonies Student of the 9 weeks Academic Recognition Jags with SWAG (PBIS) 9 weeks parties Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)</p> <p>Strategy's Expected Result/Impact: Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Work to increase overall attendance rate to 97% by the end of the 2020-2021 school year.

Evaluation Data Sources: Attendance Reports




Parent Conferences





Home Visits

Phone calls to parents

Truancy involvement

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: Make timely calls to parents for each student not in attendance by 10:00 am every day.</p> <p>Follow up to collect doctors'/parents' notes when students are absent.</p> <p>Strategy's Expected Result/Impact: Improved attendance</p> <p>Staff Responsible for Monitoring: Attendance clerk</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Implement multiple attendance incentives to encourage students to be in attendance:</p> <p>Individual recognition: Students with perfect attendance for each 9 weeks will earn a certificate. Students with perfect attendance for the entire school year will earn a certificate, gold coin, and recognition in front of peers at EOY school-wide assembly.</p> <p>Campus recognition: Each 9 weeks hold a campus wide AttenDANCE party. Students who have perfect attendance for the 9 weeks will be invited to come for a dance party for 20 minutes at the end of the 9 weeks.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Attendance Clerk</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Make phone calls to inquire about students with irregular attendance.</p> <p>Home visits for students with frequent absences.</p> <p>Involve truancy officer when issues persist.</p> <p>Strategy's Expected Result/Impact: Improved attendance</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>*Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 5: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Principal PE Teacher Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 6: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>All staff complete modules online.</p> <p>A TBSI team will be assembled and trained in TBSI and Handle with Care.</p> <p>All students will be trained on internet safety.</p> <p>Staff Responsible for Monitoring: Principal Counselor Funding Sources: - Not Funded</p>	Formative Reviews		
<p>Strategy 7: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Assistant Principal; Principal Funding Sources: - Not Funded</p>	Formative Reviews		
<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>			

Performance Objective 4 Problem Statements:

Demographics









Problem Statement 1: We were unable to meet the needs of diverse learning groups through remote learning in 19-20 and we need to be prepared to meet the needs of students through a combination of face-to-face and remote learning in 20-21. **Root Cause:** We were not able to meet the needs of diverse learners because students did not have the same support at home.

Goal 4: Improve low performing schools.

Performance Objective 5: Provide at minimum 5 opportunities for parent involvement by the end of the 20-21 school year to include parent nights and surveys to gather input.

Evaluation Data Sources: Parent Surveys
Agendas
Sign-In Sheets

<p>Strategy 1: Host a STAAR prep parent engagement night for 3rd & 4th grade students to cover Readiness and Supporting Standards in Math and Reading.</p> <p>Strategy's Expected Result/Impact: Increased achievement in math and reading on STAAR tests.</p> <p>Staff Responsible for Monitoring: Teachers; Instructional Coaches; Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: Host a STEAM (Science, Technology, Engineering, Arts, and Mathematics) Night for parents and students to participate in cross curricular activities.</p> <p>Strategy's Expected Result/Impact: Parent engagement in science and math activities. Increased scores on STAAR test in Science and Math.</p> <p>Make more parents aware of how to help their children.</p> <p>Get more parents involved in the education of their children.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Create opportunities for parents, students, and staff to provide input and feedback through surveys, general feedback forms, and meetings, including parent participation on the Campus Site Based Decision Making Team.</p> <p>*The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Strategy's Expected Result/Impact: Parents will become aware of various aspects of literature, including genres and key concepts.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Comprehensive Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Formative Reviews		
	Nov	Feb	May

Strategy 4: Host Donuts with Dudes for PK-2nd grades to increase male role model involvement. Strategy's Expected Result/Impact: Increased involvement from male role models Staff Responsible for Monitoring: Principal Asst Principal Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 5: Host Game Night with Guys for students in grades 3-5. Strategy's Expected Result/Impact: Increase male role model involvement. Staff Responsible for Monitoring: Principal Asst Principal Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 6: Host Muffins in May for moms, or other loved ones, to attend with their student. Strategy's Expected Result/Impact: Parent involvement. Staff Responsible for Monitoring: Principal Asst. Principal Teachers	Formative Reviews		
	Nov	Feb	May
			
Strategy 7: Host a training on Education Galaxy for parents to learn about how to help their student make progress in the areas of reading and math. Order Education Galaxy pencils and stickers for participants and as a reminder to utilize Education Galaxy at home. Problem Statements: Student Learning 1 Funding Sources: Funds to purchase custom magnets to remind students to log-in to Education Galaxy - Title 1 Part A - 211E61639900118130215 - \$200	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: A significant number of students begin the year below grade level. Root Cause: Students begin the year below their current grade-level because they have not been introduced to the 4th 9wks TEKS of the previous grade level.
Perceptions
Problem Statement 1: We don't have a streamlined process to obtain consistent feedback from parents and students. Root Cause: A team was not created to collaborate, develop and implement a system for obtaining feedback for our campus.

State Compensatory

Personnel for Jefferson Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Briscoe, Shawn	Aide	COVID CARE	.100
Gound, Melissa	Instructional Coach: Reading	School Wide	.60
Holden, Pamela	Aide	School Wide	.90
Stidham, Melissa	Instructional Coach: Math	School Wide	.60
Wingo, Rachel	Aide	COVID CARE	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Needs Assessment was conducted during the Site Based Meeting that was held on May 26, 2020. All stakeholders were invited to attend and we had representation from the campus and parents. The site based team was divided into subcommittees which each looked at data from a variety of sources to include TAPR report, discipline reports, attendance reports, STAAR reports, Data Spreadsheet with assessment data from grades K-5, etc. The subcommittees looked for areas of weakness using the Questions to Consider. Sub committees narrowed the focused on most important issues using the data. From there, subcommittees shared with the whole group the top concerns. The committee determined which of those were the biggest overall issues, identifying them as our Problem Statements and then subcommittees drilled down to find the root causes.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan developed by Jefferson Site-Based team on July 14, 2020, after conducting a Campus Needs Assessment in the summer.

2.2: Regular monitoring and revision

Our SBDM met July 14, 2020, to review and create performance objectives and strategies to meet our campus needs. We will review progress toward those objectives and strategies in November, and February and conduct a Summative Evaluation in May.

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

The Campus Improvement Plan will be available on the campus website. Additionally, it will be presented at the Title I meeting so that parents have easy access to the information.

2.4: Opportunities for all children to meet State standards

Within our Campus Improvement Plan, we set strategies to address the needs of all students (offering tutoring, tiered intervention, remote learning support, small group instruction, data tracking and progress monitoring, curriculum, PLCs, etc.).

2.5: Increased learning time and well-rounded education

Master schedule was created to block adequate instructional time for each subject. A period of time each day is set aside four days a week for targeted intervention.

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

Progress monitoring, data, tracking, small group intervention, MTSS, PLCs, tutoring. Utilize NWEA MAP assessment to determine student performance and support needed as well as track growth throughout the year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy reviewed and updated and approved at our July Site Based Meeting. It will be distributed at the Title I meeting. It will also be posted digitally and a copy given to parents at parent conferences.

3.2: Offer flexible number of parent involvement meetings

Multiple parent involvement opportunities throughout the year. Title I meeting will be offered on two days for parents to have options for when to attend.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gound, Melissa	Instructional Coach: Reading	School Wide	.40
Stidham, Melissa	Instructional Coach: Math	School Wide	.40

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funding for registration for professional development to improve online teaching and funding for subs to cover teachers classes while attending the professional development.		\$758.00
2	3	4	Purchase Education Galaxy	211 E 11 6248 00 118 0 30 000	\$943.00
2	4	3	Kamico materials to build math games centered around TEKS	211.e.11.6339.0.118.0.30.000	\$202.50
2	4	6	Purchase Education Galaxy	211 E 11 6248 00 118 0 30 000	\$973.00
2	5	2	Kamico materials to build math games centered around TEKS	211.e.11.6339.0.30.118.000	\$202.50
2	6	4	Purchase Education Galaxy	211 E 11 6248 00 118 0 30 000	\$943.00
2	7	4	Purchase Education Galaxy	211 E 11 6248 00 118 0 30 000	\$943.00
4	2	1	Hire tutors to do pull-out small group tutoring	211 E 11 6118 67 118 1 30 000	\$12,305.00
4	2	1	Interventionist Salaries-40%		\$23,442.00
4	2	1	Hire tutors to do pull-out small group tutoring	211 E 11 6118 67 118 0 30 000	\$1,579.00
4	2	2	Instructional Coaches- Salaries & Benefits 40%		\$58,600.00
4	5	7	Funds to purchase custom magnets to remind students to log-in to Education Galaxy	211E61639900118130215	\$200.00
Sub-Total					\$101,091.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Coaches - Salaries & Benefits		\$88,000.00
4	2	1	Supplemental Aide at 90%		\$21,780.00
4	2	1	Hire tutors to do pull-out small group tutoring	199 E 11 6118 67 118 0 30 000	\$2,000.00
4	2	4	Covid Aides Salary		\$40,000.00
Sub-Total					\$151,780.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00

Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	6			\$0.00
2	6	6			\$0.00
2	7	6			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	4	3			\$0.00
4	4	4			\$0.00
4	4	5			\$0.00
4	4	6			\$0.00
4	4	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$252,871.00

Addendums

		Account Level	2020-21	2020-21	September	2020-21	2020-21	Encumbered	Unencumbered
FND	T FC OBJ	SO ORG F PI Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
211		ESEA Title I Part A							
E		Expense							
6100		Payroll Costs							
211	E 11 6118 67 118 1 30 000		12,305.00	12,305.00	0.00	0.00	0.00	12,305.00	
211	E 11 6119 00 118 1 30 000		58,650.00	58,650.00	0.00	0.00	0.00	58,650.00	
211	E -- 61-- -- -- -- --		70,955.00	70,955.00	0.00	0.00	0.00	70,955.00	
6200		Contracted Svc							
211	E 11 6248 00 118 1 30 000	Maint Cont-Online Svc	500.00	2,300.00	0.00	0.00	1,800.00	500.00	
211	E -- 62-- -- -- -- --		500.00	2,300.00	0.00	0.00	1,800.00	500.00	
6300		Supplies							
211	E 11 6397 00 118 1 30 000	Software < \$5000	1,800.00	0.00	0.00	0.00	0.00	0.00	
211	E 61 6399 00 118 1 30 215	Supplies & Materials/00/Parent	975.00	975.00	0.00	0.00	0.00	975.00	
211	E -- 63-- -- -- -- --		2,775.00	975.00	0.00	0.00	0.00	975.00	
211	E -- -- -- -- --		74,230.00	74,230.00	0.00	0.00	1,800.00	72,430.00	
211	- -- -- -- --		-74,230.00	-74,230.00	0.00	0.00	-1,800.00	-72,430.00	
Grand Expense Totals			74,230.00	74,230.00	0.00	0.00	1,800.00	72,430.00	

Number of Accounts: 5

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	118	0 30 000	Substitutes	1,000.00				1,000.00
199	E	11	6112	67	118	0 30 000	Substitutes-tutorials					
199	E	11	6112	81	118	0 30 000	Substitutes-reading					
199	E	11	6112	86	118	0 30 000	Substitutes-other Instruct					
199	E	11	6118	67	118	0 30 000	Extra Duty-prof-tutorials	2,000.00				2,000.00
199	E	11	6248	00	118	0 30 000	Maint Cont-Online Svc					
199	E	11	6339	00	118	0 30 000	Testing Program					
199	E	11	6395	00	118	0 30 000	Computer Equipment					
199	E	11	6396	00	118	0 30 000	Misc Eqmt 1k To <5000					
199	E	11	6398	00	118	0 30 000	Furniture 1k To <5000					
199	E	11	6399	00	118	0 30 000	Supplies	6,080.00				6,080.00
--- E -- ---- -- 118 - - - - -								9,080.00				9,080.00
-----								=====				=====
--- - - - - - - - 118 - - - - -								-9,080.00				-9,080.00
Grand Expense Totals								9,080.00				9,080.00

Number of Accounts: 11

***** End of report *****