

# Edgewood Independent School District

## Gus Garcia Middle School

### 2021-2022 Campus Improvement Plan



# Mission Statement

Our campus will focus on bringing together students, parents, teachers, and business members to ensure successful academic and social development of all students.

## Vision

GGMS students will attain a quality education that enables them to achieve their potential and participate now and in the future.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Board Superintendent Goal 1: Focus on Student Success	13
Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community	28
Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement	31
Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.	36
Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.	50
Campus Funding Summary	55
Addendums	59

# Comprehensive Needs Assessment

## Needs Assessment Overview

All Gus Garcia University School stakeholders have been provided the opportunity to collaborate to assist with providing growth opportunities and strengths via surveys, emails and meetings. The campus stakeholders also participated in a thorough analysis of the 2021 STAAR Performance Report to help create SMART goals for all content areas. Gus Garcia University School will hold CPOC meetings monthly to address data/items in our campus improvement plan.

# Demographics

## Demographics Summary

- 30% of population is LEP and SPED-213 students, 30%
- Low number of GT--students 49 students, 7%
- Attendance is 92.7%, below 95% goal
- Large number of 504 students (91)
- Migrant and homeless population is low
- 92% Economically Disadvantaged
- 85% At-Risk

## Demographics Strengths

- Stong Leadership Team
- Highly qualified staff with opportunities for professional development year round
- 2 full-time instructional coaches on campus (1 ELAR Coach & 1 Math Coach)
- Partnership with Texas A&M San Antonio to include a Faculty in Residence housed on campus
- Partnership with Big Rocks Educational Services/ACE (Accellerating Campus Excellence)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High number of special education and LEP students with lower passing rates across STAAR tests compared to state. **Root Cause:** Students have knowledge gaps and teachers lack differentiation.

# Student Learning

## Student Learning Summary

### 2016-2017

- Met Indexes 2, 3, and 4. Did not meet Index 1 (55)
- 6th grade reading, 7th grade writing, and 8th grade math did not meet campus goals
- 8th grade science and social studies consistently low

### 2017-2018

Subject	Approaches	Meets	Masters
Reading	63%	23%	10%
Writing	38%	16%	2%
Math	66%	24%	8%
Science	59%	25%	10%
Social Studies	42%	10%	6%
Algebra I	84%	47%	17%

### 2018-2019

Subject	Approaches	Meets	Masters
Reading	58%	23%	9%
Writing	45%	14%	4%
Math	69%	29%	13%
Science	59%	28%	9%
Social Studies	46%	18%	6%
Algebra I	84%	48%	25%

## 2020-2021

Subject	Approaches	Meets	Masters
Reading	45%	20%	8%
Writing	26%	6%	1%
Math	42%	13%	3%
Science	58%	19%	4%
Social Studies	18%	4%	2%
Algebra I	45%	14%	5%

### Student Learning Strengths

- Increase in 6th grade math (59% in 2016, 70% in 2017, 70% in 2019)
- Increase in 7th grade reading (50% in 2016, 58% in 2017, 60% in 2019)
- Increase in 7th grade writing (39% in 2016, 43% in 2017, 38% in 2018, 45% in 2019)
- Increase in 8th grade reading (67% in 2017, 70% in 2018, 82% in 2018, 64% in 2019)

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Special education students are scoring lower than general population students and other sub pops (LEP, 504). **Root Cause:** Teachers don't plan for differentiation on a consistent basis.

# School Processes & Programs

## School Processes & Programs Summary

- Consistent use of TEKS Resource System across all contents during planning. Alignment (horizontal and vertical) embedded in performance assessments.
- Campus goals written collaboratively and continuously communicated to teachers and students.
- Instructional routines set by each content area and reflected in lesson plans.
- Processes and procedures established for duty, lunches, communication, dismissal.
- Technology (iPads, laptops, desktops, smart boards) available to all staff and students.
- Gus Garcia University School is partnered with & operated by Texas A&M San Antonio. Through the partnership, the campus benefits from a programs that help with classroom culture (Responsive Classrooms) as well as Literacy (Literacy Based Design/LBD)
- Gus Garcia also partners with Big Rock Educational Services to provide professional development and trainings and for leadership team on classroom observation & feedback protocols and data driven instruction (DDI).

## School Processes & Programs Strengths

- Designated time for planning by content during the instructional day
- Clear and effective schedule and procedures for morning and afternoon duty, lunches, dismissal, and emergency procedures
- Effective communication through email/SMORE-Charger Connection (weekly)
- Consistent use of Eduphoria Forethought for recording and reviewing lesson plans
- Technology (iPads and/or laptops and desktops) available for all students and teachers
- Internet accessible devices at every campus for classroom use
- Office 365 allows for online storage and collaboration between staff, teachers, and students
- Campus security is enhanced by security camera surveillance and door access

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Technology is not incorporated in lesson planning and instruction. **Root Cause:** Teachers lack the expertise and resources to consistently incorporate technology in instruction.



# Perceptions

## Perceptions Summary

- Communication goes out to parents and is always translated into Spanish
- Teachers make parent contact but don't always make positive contact.
- School holds many events to promote parent and community involvement (literacy nights, report card nights, etc.)

## Perceptions Strengths

- Parent liaison on campus 1/2 time
- Social Emotional Learning Counselor is assigned to the campus fulltime
- Faculty in Residence for Texas A&M San Antonio is assigned to campus.
- PBIS survey reflects an overall perception of safety from students and staff.
- Strong & Effective Leadership Team (Principal, Assistant Principal, Counselors & Front Office Staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent and community involvement is low. **Root Cause:** There is a lack of communication to parents and the community.

# Priority Problem Statements

**Problem Statement 1:** Special education students are scoring lower than general population students and other sub pops (LEP, 504).

**Root Cause 1:** Teachers don't plan for differentiation on a consistent basis.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** High number of special education and LEP students with lower passing rates across STAAR tests compared to state.

**Root Cause 2:** Students have knowledge gaps and teachers lack differentiation.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate

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

- Communications data
- Budgets/entitlements and expenditures data

# Goals

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





### Performance Objective 1: READING/WRITING

- Increase the percentage of students meeting Approaches grade level performance on STAAR middle school Reading from 45% to 75%
- Increase the percentage of students meeting Meets grade level performance on STAAR middle school Reading from 20% to 30%
- Increase the percentage of students meeting Masters grade level performance on STAAR middle school Reading from 8% to 10%

**Evaluation Data Sources:** The performance of this objective will be evaluated using 2020-2021 STAAR Scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Content Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> supplies (i.e pencils, rulers, glue sticks, etc.) - 199 - Local - \$8,000, personnel, supplies (i.e pencils, rulers, glue sticks, etc.), contracted services - 258-Public Charter School Start Up Grant - PCS - \$125,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Content Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, Maps Assessment, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Content Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will apply research-based reading and writing strategies using a workshop model that ensure Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR, expected writing products embedded in the TEKS Resource System, and appropriate program assessments <b>Staff Responsible for Monitoring:</b> ELAR Content Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> Composition books, writing resources - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Dyslexia Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> overlays, reading markers - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, Achieve 3000, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Instructional Materials - 211- School Action Fund (SAF) Continuation - \$10,000, instructional Materials - 258-Public Charter School Start Up Grant - PCS - 11-6399 - \$5,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students will use Maps data to increase reading comprehension and lexile levels. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, Maps reports, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> materials for strategies (colored paper, Post-it chart) - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> All ELAR classes will be double-blocked and students will attend their ELAR class daily with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 1: Board Superintendent Goal 1: Focus on Student Success****Performance Objective 2: MATHEMATICS**

- Increase the percentage of students meeting Approaches grade level performance on STAAR 6-8 grade Math from 42% to 75%
- Increase the percentage of students meeting Meets grade level performance on STAAR 6-8 grade Math from 13% to 30%
- Increase the percentage of students meeting Masters grade level performance on STAAR 6-7 grade Math from 3% to 10%
- Increase the percentage of students meeting Approaches grade level performance on STAAR Algebra I EOC from 45% to 75%

**Evaluation Data Sources:** The performance of this objective will be evaluated using 2020-2021 STAAR scores.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on Unit Assessments, Benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized. <b>Staff Responsible for Monitoring:</b> Math Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> supplies (i.e. chart paper, markers, colored paper, ruler, etc.) - 199 - Local - \$8,000		Formative			Summative
		Nov	Jan	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps Performing Math, SpringBoard, and Maps Assessment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on Unit Assessments, Benchmarks, STAAR, student product and "Look for" document that indicates instructional strategy is utilized. <b>Staff Responsible for Monitoring:</b> Math Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4 <b>Funding Sources:</b> software, materials for SpringBoard implementation, technology - 211 - Title I - \$1,500		Formative			Summative
		Nov	Jan	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> All Algebra I students will be provided a double block to ensure ample time to address gaps in instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on Algebra I EOC <b>Staff Responsible for Monitoring:</b> Math Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5		Formative			Summative
		Nov	Jan	Apr	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Math Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> materials for engaging math workshop activities - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Math Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> materials for Lead4Ward strategies - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will be provided extended learning opportunities (tutorials, Saturday school, Fun Learning Fridays) to increase achievement in low-performing TEKS. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments, benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> General Supplies for Math Activities - 258-Public Charter School Start Up Grant - PCS - \$10,000, - 211 - Title I - SIG (School Improvement Grant) - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 3: SCIENCE**

- Increase the percentage of students meeting Approaches grade level performance on STAAR Biology EOC from 57% to 80%
- Increase the percentage of students meeting Meets grade level performance on STAAR 8th grade Science from 19% to 30%
- Increase the percentage of students meeting Masters grade level performance on STAAR 8th grade Science from 3% to 10%

**Evaluation Data Sources:** The performance of this objective will be evaluated using 2020-2021 STAAR Scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will utilize research-based, TEKS aligned supplemental product STEM scopes to improve and strengthen science vocabulary and engage in inquiry-based instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, Benchmarks, STAAR, and appropriate program assessments <b>Staff Responsible for Monitoring:</b> Science Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will engage in interactive conceptual word walls to reinforce and build science vocabulary and comprehension. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Science Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> materials for interactive word walls - 211 - Title I - \$500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes science resources, such as TCMPC Vertical Alignment document and TX Gateway. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Science Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Science Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> science lab supplies - 211 - Title I - SIG (School Improvement Grant) - 211.11.639900.046 - \$28,000, general supplies - 199 - Local - \$500, General Supplies - 199 - State Compensatory PIC 30 - \$500, science lab resources - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Science Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Board Superintendent Goal 1: Focus on Student Success****Performance Objective 4: SOCIAL STUDIES**

- Increase the percentage of students meeting Approaches grade level performance on STAAR 8th grade Social Studies from 18% to 68%
- Increase the percentage of students meeting Meets grade level performance on STAAR 8th grade Social Studies from 4% to 28%
- Increase the percentage of students meeting Masters grade level performance on STAAR 8th grade Social Studies from 2% to 10%

**Evaluation Data Sources:** The performance of this objective will be evaluated using 2020-2021 STAAR Scores.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Social Studies Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in grades 6-8. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR, interactive notebook samples, campus walkthroughs, and appropriate program assessments  <b>Staff Responsible for Monitoring:</b> Social Studies Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Social Studies Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Social Studies Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> supplies (i.e. journals, index cards, markers, colored pencils, tape, glue sticks, etc.) - 199 - Local - \$8,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Social Studies Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> materials for Lead4Ward activities - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers will utilize S3 strategies for 8th grade curriculum. <b>Strategy's Expected Result/Impact:</b> Increased student performance on Unit Assessments, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Administrator <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students will be provided extended learning opportunities (tutorials, Saturday school, Fun Learning Fridays) by outside tutors to increase achievement in low-performing TEKS. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments, benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I - SIG (School Improvement Grant) - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Board Superintendent Goal 1: Focus on Student Success****Performance Objective 5: INSTRUCTIONAL TECHNOLOGY**

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking. 100% of classrooms will have technology available for students and staff. 100% of students will have technology available off campus.

**Evaluation Data Sources:** Technology integrated lessons and technology products.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in viable technology lessons that support, extend and enhance the core content area lessons. <b>Strategy's Expected Result/Impact:</b> Technology products created by students <b>Staff Responsible for Monitoring:</b> Instructional Coaches <b>Funding Sources:</b> iPads, mini-laptops - 211 - Title I - \$5,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool. <b>Strategy's Expected Result/Impact:</b> Classroom Walkthroughs and Co-Teach Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A variety of training opportunities will be provided for all campus staff to include the Literacy Based Design initiative and Responsive Classrooms with our A&M partnership. <b>Strategy's Expected Result/Impact:</b> Attendance of professional development opportunities <b>Staff Responsible for Monitoring:</b> Software Support Coordinator, Software Support Specialist, A&M faculty and resident <b>Title I Schoolwide Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons. <b>Strategy's Expected Result/Impact:</b> Classroom Walkthroughs <b>Staff Responsible for Monitoring:</b> Instructional Coaches <b>Funding Sources:</b> - 211 - Title I - SIG (School Improvement Grant) - \$50,000, - 258-Public Charter School Start Up Grant - PCS - \$50,000, - 199 - State Compensatory PIC 30 - \$50,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology used in instruction. Provide guidance and instruction through virtual learning to all students through the use of updated technology equipment. <b>Strategy's Expected Result/Impact:</b> Inventory of technology devices <b>Staff Responsible for Monitoring:</b> Librarian <b>Funding Sources:</b> Technology Equipment - 211- School Action Fund (SAF) Continuation - \$10,000, - 199 - Local - \$1,500, Technology Equipment - 258-Public Charter School Start Up Grant - PCS - \$10,000, iPads, laptops, projectors and bulbs - 211 - Title I - \$10,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will use a variety of interactive applications to improve comprehension and increase engagement in all contents. <b>Strategy's Expected Result/Impact:</b> Increased performance on local and state assessments <b>Staff Responsible for Monitoring:</b> Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Ed Puzzle - yearly subscriptions to online services - 211 - Title I - 211-11-6399.00-046-03.SAF - \$1,405	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 6: PHYSICAL EDUCATION**

Increase students' educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. 70% of students will participate in activities that develop their physical and emotional well-being.

**Evaluation Data Sources:** Increased successful student participation in athletic programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in strength, conditioning, agility, and skills-building programs to support athletics and SEL mindfulness practices. These activities will include but are not limited to yoga, breathing exercises, and meditation. <b>Strategy's Expected Result/Impact:</b> Measurement chart of student progress <b>Staff Responsible for Monitoring:</b> Athletic Coordinators and SEL Counselor <b>Funding Sources:</b> supplies/materials - 211 - Title I - \$300	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be provided the tools, resources and venues to successfully participate in the athletic program <b>Strategy's Expected Result/Impact:</b> Monthly evaluations on student progress <b>Staff Responsible for Monitoring:</b> Athletic Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be provided athletic equipment and hardware for successful participation in desired sport(s). <b>Strategy's Expected Result/Impact:</b> Improve skill set in each sport <b>Staff Responsible for Monitoring:</b> Athletic Coach	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				







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

**Performance Objective 7: ATTENDANCE**

To increase district-wide student attendance to 95% or higher.

**Evaluation Data Sources:** PEIMS reports on student attendance rates





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance. <b>Strategy's Expected Result/Impact:</b> Review attendance data <b>Staff Responsible for Monitoring:</b> PEIMS Department	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be provided incentives for perfect attendance throughout the year to include but not limited to dress down passes, food incentives, picnic. <b>Strategy's Expected Result/Impact:</b> Attendance Reports from PEIMS <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> student incentives - 258-Public Charter School Start Up Grant - PCS - \$50,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance. <b>Strategy's Expected Result/Impact:</b> Sign-In sheets and Agendas <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students with excessive absences will be invited to Saturday school to make up hours for missed instruction. <b>Strategy's Expected Result/Impact:</b> Saturday School Letters and Sign In Sheets <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Funding Sources:</b> materials for lessons, incentives - 211 - Title I - \$500	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Board Superintendent Goal 1: Focus on Student Success****Performance Objective 8: COLLEGE and CAREER READY**

Secondary Schools: 100% of 8th graders will increase performance on Pre-Scholastic Aptitude Test (PSAT) - Scholastic Aptitude Test (SAT) - American College Testing (ACT) to meet the national average in 3 years.

**Evaluation Data Sources:** The performance of this objective will be evaluated using College Board Reports, Maps Assessment reports, and advanced level III STAAR performance.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in 8th-12th grade will participate in college preparation coursework (e.g., Pre-AP, AP, PSAT) to promote general college readiness and improve academic performance on PSAT, ACT, AP and SAT exams. <b>Strategy's Expected Result/Impact:</b> Student Performance on PSAT, ACT, SAT and AP exams <b>Staff Responsible for Monitoring:</b> District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in test prep opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student performance on advanced level assessments to include PSAT, SAT and ACT <b>Staff Responsible for Monitoring:</b> District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administer college readiness/entrance exams and analyze data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Increased student performance on PSAT, SAT and ACT <b>Staff Responsible for Monitoring:</b> District Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -UIL -Robotics -Chess -Fine Arts -Academic Decathlon -Athletics <b>Strategy's Expected Result/Impact:</b> Student performance in extra curricular activities as evidenced by increased student performance on STAAR. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> supplies, incentives - 211 - Title I - \$3,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Counselors will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession. <b>Strategy's Expected Result/Impact:</b> Increased career awareness. <b>Staff Responsible for Monitoring:</b> Director of Counseling and Guidance <b>Funding Sources:</b> - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Counselors will set up a COLLEGE CORNER at each campus with information on ACT/SAT, TSI Testing, Financial Aid Forms, Scholarship Information and College Information. <b>Strategy's Expected Result/Impact:</b> Increased awareness of college and careers. <b>Staff Responsible for Monitoring:</b> Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> All 8th grade students complete a Career Interest Inventory. <b>Strategy's Expected Result/Impact:</b> Increased awareness of college and careers. <b>Staff Responsible for Monitoring:</b> Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students and Parents will be provided transition guides to prepare for completion of high school endorsement in four years.  <b>Strategy's Expected Result/Impact:</b> Graduation completion in four years <b>Staff Responsible for Monitoring:</b> Director of Counseling and Guidance	Formative			Summative
	Nov	Jan	Apr	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 9: MEASUREMENT & ASSESSMENT**

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

**Evaluation Data Sources:** Compliance reports, assessments, and program evaluations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in assessments and benchmarks to monitor student progress in TEKS mastery throughout the year. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on assessments and benchmarks. <b>Staff Responsible for Monitoring:</b> Campus administrator <b>Results Driven Accountability</b> <b>Funding Sources:</b> Printing - 199 - State Compensatory PIC 30 - \$8,000	Formative			Summative
	Nov	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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





### Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects <b>Strategy's Expected Result/Impact:</b> Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent Liaisons will conduct a Community Walk once a month to visit families and share department services and encourage parents to get involved. <b>Strategy's Expected Result/Impact:</b> Number of families visited. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress. <b>Strategy's Expected Result/Impact:</b> Number of parents using Parents Portal. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities. <b>Strategy's Expected Result/Impact:</b> Increase in Parental Involvement. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit. <b>Strategy's Expected Result/Impact:</b> Increase in Parental Involvement. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Collaborate with District Curriculum Specialists to conduct workshops for parents. To present strategies and skills to students master TEKS. In addition present to parents strategies on how to support their child's learning. Learning activities will be given to students to take home. Students will be provided instructional materials to include, but not limited to, backpacks, supplies, and other resources. <b>Strategy's Expected Result/Impact:</b> Parent Questionnaire and Sign In Sheets <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator <b>Funding Sources:</b> - 211 - Title I - 1163990004603000 - \$4,200	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus Based Parent Meeting that will provide information to Parents on STAAR/EOC requirements. To help parents understand passing standards. <b>Strategy's Expected Result/Impact:</b> Parent Questionnaire and Sign In Sheets <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Parent Liaisons will work with the Special Education Department to provide resources and workshops to parents of students in Special Education. <b>Strategy's Expected Result/Impact:</b> Sign in sheets and flyers <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Parent Liaisons will provide training sessions, tools, meetings and activities on all core content areas to help parents and teachers develop skills to support learning at home during the school year and summer months to help transition into the next school grade. <b>Strategy's Expected Result/Impact:</b> Survey of parents at the end of each training in order to generate understanding of content area and increase knowledge of materials presented <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> We will host 2 Family Nights - one in the fall and one in the spring - to teach parents content-specific activities they can use at home. <b>Strategy's Expected Result/Impact:</b> Increase Parental Involvement. <b>Staff Responsible for Monitoring:</b> Instructional Coaches/Faculty in Residence <b>Funding Sources:</b> Allowance Board Activity for Math Virtual Family Night - 211 - Title I - \$7,000, Allowance Board Activity - 258-Public Charter School Start Up Grant - PCS - \$20,000	Formative			Summative
	Nov	Jan	Apr	June

Strategy 11 Details		Reviews			
<b>Strategy 11:</b> Parent liaison will attend professional development through Region 20 for strategies to increase parental involvement. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Principal		Formative			Summative
		Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

#### Performance Objective 1: EFFECTIVE LEADERSHIP





100% of campus leadership will monitor teacher, staff, and student data and provide feedback on a weekly basis to meet campus goals through Big Rocks partnership.

##### Evaluation Data Sources:

State assessment scores and monitoring reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance. <b>Strategy's Expected Result/Impact:</b> CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement grant programs efficiently and effectively to accomplish program goals/objectives. <b>Strategy's Expected Result/Impact:</b> Compliance reports <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include Texas Curriculum Management Program Cooperative (TCMPC), and district supplemental documents as a supplemental resource. <b>Strategy's Expected Result/Impact:</b> Increased student performance on curriculum based assessments, STAAR, Kindergarten (K)-1 performance indicators and Envision Diagnostic Tool <b>Staff Responsible for Monitoring:</b> Curriculum Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Participate in site visits, conferences, and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices.	Formative			Summative
	Nov	Jan	Apr	June



<p><b>Strategy's Expected Result/Impact:</b> Increased student performance on curriculum based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> training/professional development; contracted services - 258-Public Charter School Start Up Grant - PCS - \$75,000, personnel, supplies/materials, technology - 211- School Action Fund (SAF) Continuation - \$5,000</p>				
<div> <div>  <span>No Progress</span> </div> <div>  <span>Accomplished</span> </div> <div>  <span>Continue/Modify</span> </div> <div>  <span>Discontinue</span> </div> </div>				





**Goal 3:** Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

**Performance Objective 2:** HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION

Increase the effectiveness of instructional staff and teacher retention. Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives, Big Rocks partnership and TAMUSA to 100%

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review. <b>Strategy's Expected Result/Impact:</b> Increased student performance on curriculum based assessment and STAAR <b>Staff Responsible for Monitoring:</b> Content Coaches and Coordinators	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 6th-8th ELAR teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the ELAR Instructional Routines are addressed. <b>Strategy's Expected Result/Impact:</b> CWT's using look for documents, student writing products, increase in student instructional reading levels and writing performances, Unit Assessments, and STAAR <b>Staff Responsible for Monitoring:</b> ELAR Coach and Coordinator <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Core content teachers will participate in bi-weekly EDGE meetings to develop concepts, increase rigor, and improve delivery of instruction through quality questioning and data analysis. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, Benchmarks, STAAR, and appropriate program assessments <b>Staff Responsible for Monitoring:</b> Instructional Coaches and Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - 211 - Title I - \$1,500	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 6th - 8th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Math Coach and Coordinator	Formative			Summative
	Nov	Jan	Apr	June





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> New Teacher Induction and Mentoring Leads will support our teachers in their first year and build leadership capacity among our EISD teachers who have served as mentors by leading training, new teacher support meetings, an online New Teacher Professional Learning Community, modeling best practices and attending a professional learning event. <b>Strategy's Expected Result/Impact:</b> Session Survey Feedback and End of the Year New Teacher Survey Reduce the percentage of First Year Teachers leaving from % to 25%. <b>Staff Responsible for Monitoring:</b> Director of Professional Development	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide professional development opportunities (Region 20, CAST, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance. <b>Strategy's Expected Result/Impact:</b> Student performance on Unit Assessments, benchmarks and STAAR EOC. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 211 - Title I - \$6,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> NIET Mentor Teachers will provide support in effective instructional strategies by co-teaching and co-planning . <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness as measured by results on state and local assessments <b>Staff Responsible for Monitoring:</b> Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Administrators, Instructional Coaches, and Mentor Teachers will use video to record and coach teachers to increase teacher effectiveness. <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness based on failure rates, grades, and local and state assessments <b>Staff Responsible for Monitoring:</b> Administrators and Coaches <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF</b> <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Video cameras and equipment - 211 - Title I - SIG (School Improvement Grant) - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement**

**Performance Objective 3: MEASUREMENT and ASSESSMENT**

100% of teachers and campus leaders will implement an assessment program to measure student achievement and provide feedback on instruction.

**Evaluation Data Sources:** Compliance reports, Maps assessments and program evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in curriculum based assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.  Resources: Data Management for Assessment and Curriculum (DMAC), STAAR ONE, STAAR Maker, Eduphoria, Test Hound, Lead4ward, and TEKS Bank item bank <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> District Test Coordinator <b>Funding Sources:</b> Pencils - 199 - State Compensatory PIC 30 - 199.11.6399.00.046.30.000 - \$149.70	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and Instructional Coaches will have the opportunity to help develop curriculum based assessments for every unit and administer them on campus. <b>Strategy's Expected Result/Impact:</b> Increase in supplemental duty forms <b>Staff Responsible for Monitoring:</b> Assessment Evaluator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Coordinators will collaborate with instructional coaches and academic deans to ensure the appropriate development of formative assessments in science classrooms. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate classroom formative assessments. <b>Staff Responsible for Monitoring:</b> Content Coaches and Coordinators	Formative			Summative
	Nov	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 1: SPECIAL EDUCATION**





- Increase Special Education student performance in STAAR Biology from 35% to 75%
- Increase Special Education student performance in Social Studies STAAR from 17% to 35%

**Evaluation Data Sources:** This objective will be evaluated using 2021-2022 STAAR results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Interim Assessments, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in co-teach classrooms in the areas of ELAR and Math at the secondary level using differentiated instructional strategies and accommodations provided in the general education classroom. This model of instruction will be provided based on student need. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Specialist <b>Funding Sources:</b> co-teach training, subs for collaboration days - 211 - Title I - \$3,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions. <b>Strategy's Expected Result/Impact:</b> Review of case manager data <b>Staff Responsible for Monitoring:</b> Special Education Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment. <b>Strategy's Expected Result/Impact:</b> Increased student performance on CBA, benchmarks, STAAR, and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Director	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Instructional Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students will utilize academic applications on iPads or laptops to extend and/or enhance lessons in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Director <b>Funding Sources:</b> - 199-Special Education PIC 23 - \$1,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs). <b>Strategy's Expected Result/Impact:</b> Increased student achievement based on IEP report card <b>Staff Responsible for Monitoring:</b> Special Education Instructional Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Instructional Coordinator	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing <b>Strategy's Expected Result/Impact:</b> use of eSped for all ARDs <b>Staff Responsible for Monitoring:</b> Special Education Director	Formative			Summative
	Nov	Jan	Apr	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> General education and special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement among students who participate in Special Education <b>Staff Responsible for Monitoring:</b> Special Education Director <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Classroom teachers, coaches, and Special Education teachers, will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR, "Look for" document and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Coaches/Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Substitutes - 199 - State Compensatory PIC 30 - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Specialists	Formative			Summative
	Nov	Jan	Apr	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide professional development opportunities for paraprofessionals who work with students having academic and/or behavioral difficulties. <b>Staff Responsible for Monitoring:</b> Special Education Coach	Formative			Summative
	Nov	Jan	Apr	June

Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Students will engage in differentiated instruction that addresses learning gaps identified through a variety of data sources as analyzed by special education case managers and teachers.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. <b>Staff Responsible for Monitoring:</b> Special Education Coordinator <b>Funding Sources:</b> consultants - 211 - Title I - \$10,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Special Education students will receive a continuum of services in accordance with student needs.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of Campus Master Schedules that demonstrates a continuum of services <b>Staff Responsible for Monitoring:</b> Director of Special Education	Formative			Summative
	Nov	Jan	Apr	June
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Students from the Edgewood Transition Center (ETC) and students in Life Skills participating in Community Based Instruction (CBI) will receive district and city bus transportation services. <b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of student participation in programs. <b>Staff Responsible for Monitoring:</b> Special Education Director <b>Funding Sources:</b> - 211 - Title I - \$2,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Purchase general supplies for lessons and activities in the special education resource rooms and Life Unit classroom. <b>Strategy's Expected Result/Impact:</b> Increase student participation. <b>Staff Responsible for Monitoring:</b> Special Education Instructional Coach <b>Funding Sources:</b> General supplies for classroom-general purposes - 258-Public Charter School Start Up Grant - PCS - \$10,000, - 199-Special Education PIC 23 - \$1,074	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				



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

**Performance Objective 2: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)**

Increase the percentage of English language students (ELL) (6-12) meeting or exceeding their progress measure on STAAR from 37% to 42%.

Increase the number of English learners students meeting the STAAR Approaches grade level in grades 6 - 8 (PBMAS Indicators) from 55% to 65%





- Increase English learners performance in Social Studies STAAR from 21% to 50%
- Increase English learners performance in Reading STAAR (6-8) from 42% to 70%
- Increase English learners performance in Math (6-8) from 42% to 75%
- Increase English learners performance in STAAR Biology EOC (6-8) from 58% to 65%

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> EL students will develop English language proficiency through participation in sheltered instruction classes, dual language classes, and cultural/academic activities. <b>Strategy's Expected Result/Impact:</b> ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR <b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist <b>Funding Sources:</b> Reading Materials for Bilingual Ed - 258-Public Charter School Start Up Grant - PCS - \$8,000, general supplies for bilingual ed - 199-Bilingual PIC 25 - \$1,165	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELLevation Platform.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS <b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students <b>Strategy's Expected Result/Impact:</b> Students will engage in writing activities based on ELPS English Language Proficiency Standards. <b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide training to teachers in sheltered instruction strategies to address the needs of EL students, such as Questioning, integrating language skills (reading, writing, listening and speaking), use of cognates, building academic language, visual tools, response signals, structured conversations, structured reading and writing activities, and others. <b>Strategy's Expected Result/Impact:</b> Increased EL student achievement results on Unit Assessments, benchmarks, STAAR, TELPAS and appropriate program assessments.  <b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Dual language teachers will participate in training opportunities to promote literacy in both Spanish and English. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.  <b>Staff Responsible for Monitoring:</b> Bilingual Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide professional development opportunities to LOTE teachers addressing the new LOTE TEKS and effective instructional strategies second language learners <b>Strategy's Expected Result/Impact:</b> Eduphoria Reports and classroom walkthroughs <b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> ELL students will utilize an online educational software to build use of academic and conversational language. <b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Unit Assessments, benchmarks, and state assessments <b>Staff Responsible for Monitoring:</b> ELAR Content Coach <b>Funding Sources:</b> - 211 - Title I - \$3,829	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>  0% No Progress           </div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

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

**Performance Objective 3: MIGRANT EDUCATION**

- Migrant Identification and Recruitment Action Plan. Identify and recruit 100% of migrant families residing in the Shared Service Agreement (SSA) and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
- Ensure 100% of eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

**Evaluation Data Sources:** Provided through Shared Service Arrangement with Region 20.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Contact potential/current eligible migrant families based on family survey leads or referrals.- Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> Recruiter logs and certified letters to parents after three attempts to contact the family; completed COEs, videos <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Recruiters/SEA/Reviewers) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct community outreach and contact other federal agencies that serve migrant families. Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> Recruiter logs, agency resource list <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Recruiters) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed. Timeline: July 1 - Oct 1 and As needed <b>Strategy's Expected Result/Impact:</b> Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report. <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Recruiters) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual. Timeline Aug to Oct 31 for bng. of Sch Year and continue Year Round <b>Strategy's Expected Result/Impact:</b> Complete COEs for qualifying family surveys. <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP staff <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer. Timeline: Year round <b>Strategy's Expected Result/Impact:</b> Completed COE and SDF for all families having a new QAD <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Recruiters/SEA/Reviewers) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period. <b>Strategy's Expected Result/Impact:</b> Monthly Residency Verification Report <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Recruiters, System Specialist, Ed Spec) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff. Timeline: Year round <b>Strategy's Expected Result/Impact:</b> Community Outreach Fair passports to visit agencies who provide services. Sign-in sheets from agencies attending events. <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (OSY Recruiter/Recruiters/Ed Spec Counselor)	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends. Timeline: Year round <b>Strategy's Expected Result/Impact:</b> Compliance with Records Retention policies by April 30 <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP staff <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Validate eligibility through re-interview process according to instructions set forth by TEA. <b>Strategy's Expected Result/Impact:</b> 100% accuracy rate <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP staff <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement. <b>Strategy's Expected Result/Impact:</b> Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP. <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

**Performance Objective 4: MIGRANT EDUCATION**

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.

Increase the number of Migrant students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators)





- Increase Migrant student performance Reading (6-8) from 36% to 52%
- Increase Migrant student performance in 8th grade Science from 0% to 28%
- Increase Migrant student performance in 8th grade Social Studies from 0% to 28%

**Evaluation Data Sources:** Provided through shared service arrangement with Region 20

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. <b>Strategy's Expected Result/Impact:</b> NGS Monthly Reports <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (System Specialists) <b>Funding Sources:</b> Region XX Shared Services Agreement - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students. Timeline: Monthly <b>Strategy's Expected Result/Impact:</b> Emails to district contacts with PFS Reports <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisors, System Specialists) District Designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness. <b>Strategy's Expected Result/Impact:</b> PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisors, Recruiters) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities Timeline: Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed <b>Strategy's Expected Result/Impact:</b> Counselor follow-up, student feedback, agendas, sign-in sheets; tutor timesheets <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP team (migrant tutors, campus designee) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisors, Tutors) campus admin, or campus designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide parents of PFS students information about available community and /or social services. <b>Strategy's Expected Result/Impact:</b> Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisors, recruiters, tutors) District designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. Timeline: Aug. - Nov. <b>Strategy's Expected Result/Impact:</b> Written procedures from a group of SSA districts <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec) District contact or appropriate designee	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation. Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> Increased number of students completing credits and/or passing state assessments. Not on time for graduation report. <b>Staff Responsible for Monitoring:</b> Region XX ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June







Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment. <b>Staff Responsible for Monitoring:</b> Region XX ESC Ed Spec, Ed Spec Supervisor, ESC Counselor, District designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Coordinate with Region 20 Migrant Education Program staff to provide resources and tools to promote student academic success. Timeline: Year Round <b>Strategy's Expected Result/Impact:</b> NGS supplemental count report <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec, Ed Spec Supervisor, migrant tutors, recruiters, ESC counselors) <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED. Timeline: Year round <b>Strategy's Expected Result/Impact:</b> Identify and provide information regarding options to 100% of OSY students. Supplemental report, OSY Report, Student Termination Report <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (OSY Recruiter, Ed Spec Supervisor), District designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Identify state, federal and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental. Timeline: Year round <b>Strategy's Expected Result/Impact:</b> Completed documentation for supplemental tutoring form from each SSA district on file (or district version). <b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisor), District designee <b>Funding Sources:</b> - Region XX Shared Services Agreement	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 5:** GIFTED and TALENTED

Increase Masters level student performance with Gifted and Talented students in 6th through 8th grade Reading from % to 60%.

**Evaluation Data Sources:** Percent of GT students meeting Masters STAAR performance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide GT orientation, in depth training and consultative support to EISD teachers through Region 20 CO-Op and professional development services. <b>Strategy's Expected Result/Impact:</b> Increased advanced level student performance <b>Staff Responsible for Monitoring:</b> Advanced Academic Specialist	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide GT teachers, Pre-AP, AP teachers and advanced academic specialist professional development opportunities in advanced instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increased student performance on AP exams <b>Staff Responsible for Monitoring:</b> Advanced Academic Specialists <b>Funding Sources:</b> general supplies for Pre-AP classes that service GT - 199 - Gifted & Talented PIC 21 - \$1,230	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** COMPREHENSIVE GUIDANCE PROGRAM

Implement school counseling program that provides developmentally appropriate direct services for all students, and at the same time deliver specialized assistance to those who need it.





**Evaluation Data Sources:** Increased academic achievement and graduation rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GUIDANCE CURRICULUM -The guidance curriculum is designed to systematically provide lessons to students that facilitate growth, development, and transferable skills in the areas of educational, career, personal, and social development. * Intrapersonal effectiveness * Interpersonal effectiveness * Post-secondary education and career readiness * Personal health and safety  <b>Strategy's Expected Result/Impact:</b> Data will indicate a decrease in discipline referrals, increase in attendance, student engagement and achievement. <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> RESPONSIVE SERVICES- Support students and intervene on behalf of any student whose immediate personal concerns or problems put the students continued educational, career, personal, or social development at risk. The level of need for responsive services may be based on preventative, remedial, or crisis oriented.  <b>Strategy's Expected Result/Impact:</b> Data will indicate a decrease in discipline referrals, increase in attendance, student engagement and achievement. <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> : INDIVIDUAL PLANNING - to guide all students as they plan, monitor, and manage their individual educational, career, personal, and social development.</p> <p>Counselors will systematically use a variety of resources to assist students in developing and implementing personalized plans. Through the individual planning system, students can:</p> <ul style="list-style-type: none"> <li>* Set challenging educational, career, personal, and social goals that are based on self-knowledge and information such as results on assessments or interest inventories;</li> <li>* Learn about school, the world of work, and their society;</li> <li>* make plans for achieving short-, intermediate- and long- term goals</li> <li>* communicate the significance of their culture and family values during this process;</li> <li>* Select future preferences, such as pursuing a trade, technical field, career, or college options</li> <li>* Analyze how their strengths and weakness enhance or hinder the achievement of their goals;</li> <li>* Assess their current progress towards their goal and</li> <li>* Make decisions that reflect their plans</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Students will gain self-knowledge and awareness of personal/social development, as well as investigate career and college readiness possibilities. Students will understand high school graduation requirements, endorsement pathways and complete a 4-year plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counseling Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4: SYSTEM SUPPORT-</b> the ongoing administration and program management of a comprehensive school counseling program.  The purpose of system support is to identify and coordinate resources and activities on campus and in the community that indirectly benefit students as well as to assess student and campus data to support effective school counseling programs.  Management activities are required to assure the delivery of high quality school counseling programs. These activities include *school counseling program development and management; *school counselor designed and implemented staff development; *professional development activities (the school counselor is the participant); *community outreach and psychoeducation; *consultation with teachers, parents, and administrators regarding programs, interventions, needs, counselor roles and responsibilities, program service provision; *collaboration with stakeholders to develop a school counseling advisory board that provides feedback and support to the school counselor regarding the school counseling program; and *development of appropriate written policies, procedures, and guidelines that will ensure a comprehensive school counseling program model is implemented to increase school improvement and student success.  <b>Strategy's Expected Result/Impact:</b> Documented support for Student Support Services staff and community. <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Counselors will participate in department meetings and seek opportunities to continually improve and enhance their professional skills through participation in professional conferences and workshops.  <b>Strategy's Expected Result/Impact:</b> Increase knowledge of research-based counseling techniques <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Apr	June
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide support and coordinate services with district social worker for identified McKinney-Vento students on campus  <b>Strategy's Expected Result/Impact:</b> Increased attendance rate for homeless student population <b>Staff Responsible for Monitoring:</b> SEL Counselor and District Social Workers <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide Responsive Classroom Training to teachers. Attendees will implement Responsive Classroom strategies to enhance classroom management and positively impact student achievement. <b>Strategy's Expected Result/Impact:</b> Decrease in classroom referrals <b>Staff Responsible for Monitoring:</b> Campus Administration, Counseling Team and TAMUSA faculty and residence. <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Manipulatives and Supplies - 258-Public Charter School Start Up Grant - PCS - \$20,000	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Counselors will provide required training on anti-bullying prevention, policy and procedures to students, staff and parents <b>Strategy's Expected Result/Impact:</b> Positive survey results and reduced bullying incidents <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Counselors will provide required training on suicide prevention, policy and procedures to students, staff and parents. <b>Strategy's Expected Result/Impact:</b> Decrease in student outcries and self-harm/mutilation reports. <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Counselors will provide required training on child and sex abuse reporting policies to all staff members <b>Strategy's Expected Result/Impact:</b> Education, prevention, and proper reporting of child and sexual abuse <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Counselors will provide trauma informed training to all staff <b>Strategy's Expected Result/Impact:</b> Education on how effectively support students who have been affected by various forms of trauma <b>Staff Responsible for Monitoring:</b> Campus Counseling Team <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students will participate in Human Sexuality Education related to sexually transmitted diseases, human immunodeficiency virus, and abstinence as preferred choice of behavior in relationship to all sexual activity. <b>Strategy's Expected Result/Impact:</b> Increase graduation rate and decrease dropout rate. Education about sexually transmitted infections and pregnancy and decrease in STI and teen pregnancy rates. <b>Staff Responsible for Monitoring:</b> Campus Administration and Counseling Team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Composition books, writing resources		\$1,000.00
1	1	5	overlays, reading markers		\$1,000.00
1	1	8	materials for strategies (colored paper, Post-it chart)		\$1,000.00
1	2	2	software, materials for SpringBoard implementation, technology		\$1,500.00
1	2	4	materials for engaging math workshop activities		\$2,000.00
1	2	5	materials for Lead4Ward strategies		\$1,000.00
1	3	2	materials for interactive word walls		\$500.00
1	3	4	science lab resources		\$1,000.00
1	4	5	materials for Lead4Ward activities		\$1,000.00
1	5	1	iPads, mini-laptops		\$5,000.00
1	5	5	iPads, laptops, projectors and bulbs		\$10,000.00
1	5	6	Ed Puzzle - yearly subscriptions to online services	211-11-6399.00-046-03.SAF	\$1,405.00
1	6	1	supplies/materials		\$300.00
1	7	4	materials for lessons, incentives		\$500.00
1	8	4	supplies, incentives		\$3,000.00
1	8	5			\$2,000.00
2	1	6		1163990004603000	\$4,200.00
2	1	10	Allowance Board Activity for Math Virtual Family Night		\$7,000.00
3	2	3			\$1,500.00
3	2	6			\$6,000.00
4	1	2	co-teach training, subs for collaboration days		\$3,000.00
4	1	10			\$2,000.00
4	1	14	consultants		\$10,000.00
4	1	16			\$2,000.00
4	2	7			\$3,829.00
<b>Sub-Total</b>					<b>\$71,734.00</b>



199 - State Compensatory PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	General Supplies		\$500.00
1	5	4			\$50,000.00
1	9	1	Printing		\$8,000.00
3	3	1	Pencils	199.11.6399.00.046.30.000	\$149.70
4	1	11	Substitutes		\$2,000.00
Sub-Total					\$60,649.70
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies (i.e pencils, rulers, glue sticks, etc.)		\$8,000.00
1	2	1	supplies (i.e. chart paper, markers, colored paper, ruler, etc.)		\$8,000.00
1	3	4	general supplies		\$500.00
1	4	4	supplies (i.e. journals, index cards, markers, colored pencils, tape, glue sticks, etc.)		\$8,000.00
1	5	5			\$1,500.00
Sub-Total					\$26,000.00
199-Special Education PIC 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6			\$1,000.00
4	1	17			\$1,074.00
Sub-Total					\$2,074.00
199-Bilingual PIC 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	general supplies for bilingual ed		\$1,165.00
Sub-Total					\$1,165.00
211 - Title I - SIG (School Improvement Grant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$2,000.00
1	3	4	science lab supplies	211.11.639900.046	\$28,000.00
1	4	7			\$2,000.00

211 - Title I - SIG (School Improvement Grant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$50,000.00
3	2	8	Video cameras and equipment		\$1,000.00
Sub-Total					\$83,000.00
211- School Action Fund (SAF) Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Materials		\$10,000.00
1	5	5	Technology Equipment		\$10,000.00
3	1	4	personnel, supplies/materials, technology		\$5,000.00
Sub-Total					\$25,000.00
199 - Gifted & Talented PIC 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	2	general supplies for Pre-AP classes that service GT		\$1,230.00
Sub-Total					\$1,230.00
Region XX Shared Services Agreement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
4	3	6			\$0.00
4	3	8			\$0.00
4	3	9			\$0.00
4	3	10			\$0.00
4	4	1	Region XX Shared Services Agreement		\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
4	4	4			\$0.00
4	4	5			\$0.00

Region XX Shared Services Agreement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	6			\$0.00
4	4	8			\$0.00
4	4	9			\$0.00
4	4	10			\$0.00
4	4	11			\$0.00
4	4	12			\$0.00
Sub-Total					\$0.00
258-Public Charter School Start Up Grant - PCS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	personnel, supplies (i.e pencils, rulers, glue sticks, etc.), contracted services		\$125,000.00
1	1	6	instructional Materials	11-6399	\$5,000.00
1	2	6	General Supplies for Math Activities		\$10,000.00
1	5	4			\$50,000.00
1	5	5	Technology Equipment		\$10,000.00
1	7	2	student incentives		\$50,000.00
2	1	10	Allowance Board Activity		\$20,000.00
3	1	4	training/professional development; contracted services		\$75,000.00
4	1	17	General supplies for classroom-general purposes		\$10,000.00
4	2	1	Reading Materials for Bilingual Ed		\$8,000.00
5	1	7	Manipulatives and Supplies		\$20,000.00
Sub-Total					\$383,000.00
Grand Total					\$653,852.70

# Addendums