

Poteet Independent School District
Poteet Intermediate School
2022-2023 Campus Improvement Plan



Mission Statement

Poteet ISD, a professional learning community, is committed to providing educational opportunities for each student to use to develop their unique abilities needed to be successful contributors to society.

In support of that mission, The Poteet Intermediate Campus is committed to providing a quality learning environment in which all students will learn in order to help them become positive, contributing members of society.

Vision

Poteet ISD will be a progressive district of global thinkers and leaders.

The Vision for Poteet Intermediate is:

Believe, Achieve, Succeed!

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 5
 - School Culture and Climate 7
 - Staff Quality, Recruitment, and Retention 8
 - Curriculum, Instruction, and Assessment 9
 - Parent and Community Engagement 11
 - School Context and Organization 12
 - Technology 13
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
 - Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standads for all students. 18
 - Goal 2: Poteet Intermediate parents and community members will be partners in education to foster a collaborative educational environment. 31
 - Goal 3: Poteet Intermediate will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued. 33
- Campus Funding Summary 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Poteet Intermediate serviced approximately 238 students. The demographics of the campus are as follows:

At-Risk	163	68%
Hispanic	216	91%
White	20	8%
African American	1	>1%
Pacific Islander	0	0%
Two or More Races	1	>1%
Economically Disadvantaged	163	68%
Emergent Bilingual (EB)	23	10%
Gifted and Talented	14	6%
Special Education	38	16%
Dyslexic	36	15%

Demographics Strengths

- *Teacher student ratio
- *Discipline consistent
- *High parent communication regarding attendance and discipline
- *Communication between team members
- *Inclusion support, resource, dyslexia and GT services for students
- *At-risk counseling services by district LPC

*Community Outreach

*Strong administrative support for teachers, students and families

Problem Statements Identifying Demographics Needs

Problem Statement 1: Poteet Intermediate demographics show that 68% of our students are coded at-risk. **Root Cause:** Most students are coded at-risk due to failing one or more of their STAAR assessments, due to the lack of resources that promote high rigor and/or the use of best instructional practices.

Problem Statement 2: Increased interventions needed to address growing number of economically disadvantaged students. **Root Cause:** The percentage of economically disadvantaged students on campus is 68%.

Problem Statement 3: Increases in enrollment require more teachers to be trained and certified in providing services to our special population to better serve the make up of the campus. **Root Cause:** Staff lacking the understanding in communicating and skills to reach students with learning difficulties such as language and reading as well students needing to be challenged.

Problem Statement 4: Academic struggles are present when attendance, behavior challenges, and circumstances of the family are beyond the student's control **Root Cause:** Parenting education programs as well as resources to parents lacks in rural communities to address concerns and family issues.

Student Achievement

Student Achievement Summary

Spring 2022 STAAR data

	Approaches	Meets	Masters
4 th Reading	32%	31%	18%
4 th Math	26%	15%	11%
5 th Reading	28%	26%	20%
5 th Math	37%	12%	6%
5 th Science	34%	16%	13%

Spring 2021 TELPAS data

	Beginner	Intermediate	Advanced	Advanced High
4 th Reading	29%	29%	29%	14%
4 th Listening	14%	14%	57%	14%
4 th Speaking	14%	29%	57%	0%
4 th Writing	29%	14%	57%	0%
5 th Reading	0%	40%	13%	47%
5 th Speaking	0%	73%	27%	0%
5 th Listening	0%	33%	40%	27%
5 th Writing	0%	13%	60%	27%

Student Achievement Strengths

- *Vertical alignment across grade level content and campus wide utilizing the TEKS Resource System
- *Flocabulary, StemScopes, Think Central, Reading Plus, Pearson
- *Fountas & Pinnelle Reading Materials

- *After-school tutorials
- *Small Group Instruction in all content areas
- *Teachers are supportive and have high expectations for all learners
- *RtI process in place to monitor students
- *Communication with parents regarding academics
- *Canvas for on-line learning

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Data reveals that Special Education students score significantly below all other student groups in all subject areas. **Root Cause:** Teachers need additional training in differentiated instruction and the appropriate resources for this student group.

Problem Statement 2: Students are not reading/comprehending on grade level, which affects all content areas, in the assessment levels of approaches, meets and masters. **Root Cause:** Teachers need assistance (training, materials, and supplies) in delivering effective instruction to meet student needs.

Problem Statement 3: TELPAS score reveal that EL students are not progressing in all areas in a timely manner. **Root Cause:** Teachers need additional training for english language acquisition instructional methodology for this student group

Problem Statement 4: Maximize planning, instruction, and learning time for teachers and students through purposeful and meaningful PLC meetings. **Root Cause:** Instructional decisions were not focused around targeted data talks and disaggregation.

Problem Statement 5: Students who may struggle academically are not always captured through the RTI process to help them succeed in the classroom through the implementation of interventions **Root Cause:** Teachers may lack a true understanding of the RTI process and interventions which can be provided

School Culture and Climate

School Culture and Climate Summary

Poteet Intermediate is a safe and positive learning environment for students. Along with high standards for instruction, teachers work on building social character in students. We are committed to maintain a welcoming and positive environment that all stakeholders are comfortable in. Decisions are based on what is best for our students.

School Culture and Climate Strengths

- *School wide system of rules and procedures designed to maintain a safe, positive learning environment
- *Grade level leaders represent teachers during leadership meetings & coordinate events for their teams
- *Implementation of 7 Mindset curriculum with students on "Mindset Mondays"
- *Counselor lessons one time per week to address bully prevention, character, acceptance and additional relevant topics
- *Open lines of communication

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Additional resources are needed for counselor to address topics (bully prevention, character, acceptance, etc.). **Root Cause:** Resources and networking with other professionals are not always utilized to provide more support to students.

Problem Statement 2: Campus needs a Crisis Intervention Model for students with disabilities. **Root Cause:** Additional need for strategies for de-escalation of students with disabilities.

Problem Statement 3: Increasing parental involvement in academics. **Root Cause:** Barriers exist that keep parents from being involved such as time and flexibility for parents to attend along with an increase in our students homeless percentage.

Problem Statement 4: Developing academic support for parents so they are able to assist their children in regards to academics. **Root Cause:** Parents unfamiliar with instructional practices and content. Lack of parental resources and campus provided materials to use and access.

Problem Statement 5: Proper restraint supplies are needed for staff protection during restraints. **Root Cause:** Staff lacks the necessary supplies to protect themselves during a restraint.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Poteet Intermediate employs a high quality staff. All teachers and leaders have the opportunity to attend a variety of professional development. These on-going opportunities are based upon the needs identified in the campus improvement plan and current student needs.

Staff Quality, Recruitment, and Retention Strengths

- *Collaboration/communication amongst staff

- *High expectations

- *Weekly opportunities to collaborate and plan as content/grade level teams, including an instructional specialist

- *All staff - GT certification

- *Staff engage as active participants in data analysis to better understand low performing areas and target individual needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff lacks proper training in Special Education Procedures and Strategies. **Root Cause:** Teacher often do not have a Special Education background that is sufficient to implement various programs.

Problem Statement 2: Mentor program needs to be developed for new staff members to succeed and feel welcomed to the district and the education profession. **Root Cause:** A campus based mentor program has not been established with consistency.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment focus is guided by the TEKS resource system scope and sequence and the data of campus based assessments. Common assessments are developed to assess student knowledge of skills, at various depths of questioning. Student progress is also monitored through the RTI program. Struggling students are discussed and plans are developed/monitored using current data. Adjustments are made, when necessary, to promote best learning practices and student success.

Curriculum, Instruction, and Assessment Strengths

- *F&P
- *STAAR - released and interim assessments
- *Lead4ward docs
- *TEKS Resouce System
- *Computer-based programs: Reading Plus, Stemscopes, Flocabulary
- *Instructional specialist support
- *Backward planning model - end in mind
- *Differentiation
- *Spiral review of content
- *NWEA MAP assessment implementation to help make data informed decisions for instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students continue to struggle with rigorous content in all areas. **Root Cause:** Depth of knowledge and critical thinking skills need to be addressed in planning and throughout all content lessons on a daily basis.

Problem Statement 2: Students not frequently engaged in extra activities for well rounded education. **Root Cause:** Students do not always have access to extracurricular activities or types of enrichment outside of the 4 core content areas.

Problem Statement 3: Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups. **Root Cause:** Lack of consistent and data driven PLC meetings being held all throughout the year and past years.

Problem Statement 4: Increase teacher familiarity with usage of TEKS Resource System to ensure correct vertical alignment and common-based assessments for grade/subject levels **Root Cause:** New resources and continual updates in TEKS Resource System are released throughout the year

Problem Statement 5: TEKS based software programs for students with disabilities needed to meet the learner needs in helping to close gaps **Root Cause:** Updated resources to address learner gaps.

Parent and Community Engagement

Parent and Community Engagement Summary

Poteet Intermediate is very supportive of family and community engagement. By offering numerous events and activities throughout the school year, we highly encourage our community to be involved with our school and students.

Parent and Community Engagement Strengths

*Many options for engagement in and out of school hours

- GT and Science Fair
- Texas Reads One Book
- Field Days
- Content specific Family Nights
- Dual Language Family Events

*Facebook post showcasing daily campus activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and family engagement participation not consistent throughout the school year. **Root Cause:** Lack of communication, transportation and other family obligations cause inconsistencies with engagement.

School Context and Organization

School Context and Organization Summary

The Poteet Intermediate staff is committed to all students reaching his/her highest level of success. Daily schedules allow teachers the opportunity to collaborate to better meet student needs. Faculty and staff members have the opportunity to serve on a variety of committees to provide input and establish/maintain school improvement.

School Context and Organization Strengths

- *High expectations are common and additional support is given through interventions and enrichment
- *Dual language program to support english learners
- *Interventions & small group instruction in all classrooms
- *Free breakfast in the classroom to all students, free lunch to all students
- *Leadership meetings twice per month
- *Staff planning days provided once per six weeks
- *UIL events for students

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continued to develop consistency in instruction with focus on opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every leve **Root Cause:** Past inconsistencies have created learning gaps that we are still continuing to address

Problem Statement 2: Increased community and parental awareness and involvement **Root Cause:** Lack of parental involvement during specific and structured campus meetings

Technology

Technology Summary

Campus staff works collaboratively with the instructional technologist to gain further knowledge and skills with technology integration. Classrooms have access to chromebooks, ipads, laptops and document cameras.

Technology Strengths

- *Instructional specialist for technology readily available to teachers
- *Chromebooks, I-Pads, laptops
- *Document cameras in all classrooms
- *Direct connection to Internet and wireless connection to the internet
- *Written procedures in place on acceptable use of the Internet and network management
- *Employee email accounts and network storage space
- *Teachers are expected to integrate relevant technology material into their lessons

Problem Statements Identifying Technology Needs

Problem Statement 1: Students and teachers do not have the technology needed for continued student growth. **Root Cause:** Lack of technology devices and related programs

Problem Statement 2: Staff technology training for more effective utilization and integration of technology during instruction and assessments **Root Cause:** Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students

Problem Statement 3: Replacement/recycle plan for outdated equipment **Root Cause:** With each year, our technology need grows and our equipment needs to be replaced or updated due to device capabilities or compatibility to software licenses purchased

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

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
- Community surveys and/or other feedback

Support Systems and Other Data

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








Goals

Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Sharon Wells math curriculum for 3rd-5th grade. Comprehensive core curriculum, virtual training and digital access to student and teacher materials. Aligned with the new STAAR Redesign 2.0 assessments to help students become successful accessing STAAR testing materials and question types.</p> <p>Strategy's Expected Result/Impact: When lessons are taught consistently teachers will see an increase in math scores and STAAR assessments scores.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist, Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase classroom resources to use with Dyslexia students: magnetic letters, whisper phones, dry erase boards, interactive software, decodable readers, echo dot speaker (read-aloud), rug for small group interactive learning. and other resources as needed. Resources will be purchased to use with Take Flight/Reading by Design curriculum: books, cookie sheets, mail sorter, folders, reading/spelling decks, phonic/language cards and reading comprehension books.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement with our dyslexia student population</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Instructional Specialist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$2,500, - 199 SpEd Allotment - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Resources and materials will be purchased for Gifted and Talented students' projects. Gifted programs help students with academic achievement, socialization, and future success.</p> <p>Strategy's Expected Result/Impact: completed GT student projects</p> <p>Staff Responsible for Monitoring: GT campus coordinator</p> <p>Funding Sources: - 199 Gifted and Talented - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide Accelerated Enrichment Activities to support GT students with Texas Performance Standards Projects for both supplies and after school enrichment programs. Students will be responsible for managing materials and supplies such as poster board, construction paper, scissors, glue, etc. Organization of materials and supplies using bins and tubs will be student led and managed.</p> <p>Strategy's Expected Result/Impact: GT students will complete standards based projects and participate in after school enrichment activities.</p> <p>Staff Responsible for Monitoring: GT Campus Coordinator, Campus Administration, Campus GT representatives</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Gifted and Talented - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

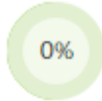
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase Guided Math to be used as an intervention resource in grades 3rd-5th. Used to incorporate hands on engagement, organization and structure between grades.</p> <p>Strategy's Expected Result/Impact: Increase performance and vertical alignment</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$825</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Dual Language teachers will attend SLAR Amplify professional development. Amplify is a Spanish language arts program that supports multiple teaching models, including dual language immersion.</p> <p>Strategy's Expected Result/Impact: Curriculum will inspire and engage students to become confident readers, writers, and thinkers.</p> <p>Staff Responsible for Monitoring: Dual Language teachers</p> <p>Funding Sources: - 199 Bilingual Allotment - \$1,250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide SummitK12 tutorials to Dual Language students to improve academic performance in Reading, Writing, Speaking, & Listening.</p> <p>Strategy's Expected Result/Impact: Improvement in all academic courses and/or STAAR. TELPAS</p> <p>Staff Responsible for Monitoring: Campus Admin Dual Language Teachers</p> <p>Funding Sources: - 263 Title III Part A LEP - \$2,000, - 199 Bilingual Allotment - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: Professional Development: Staff will engage in professional learning that provides high quality opportunities for continued professional growth

Evaluation Data Sources: TTESS evaluations, agendas, reflections and certificates obtained through PD opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal, Assistant Principal and Instructional Specialist will participate in professional development opportunities throughout the year to help develop leadership skills and knowledge. Professional Development: CHAMPS, Mid-Winter, TEPSA, NWEA, Campus Administrator Academy, Eduphoria and Instructional Coach Foundations Institute and others as identified based on campus need.</p> <p>Strategy's Expected Result/Impact: Campus growth in multiple data sources and climate surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 255 Title II Part A-TPTR - \$1,125, - 211 Title I Part A Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dyslexia teachers will attend Reading by Design/Take Flight, Dyslexia Evaluation, as well as other professional development related to Dyslexia</p> <p>Strategy's Expected Result/Impact: Campus growth in students identified with dyslexia.</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Campus Administration, C&I</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$2,000, - 199 SpEd Allotment - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education paras will attend Nonviolent Crisis Intervention Training.</p> <p>Strategy's Expected Result/Impact: Comprehensive crisis management system where participants will be trained to recognize the warning signs that often precede student escalation in crisis, learn verbal de-escalation techniques, and practice techniques to provide for student safety and security.</p> <p>Staff Responsible for Monitoring: Campus Administration, SPED Director, SPED paras</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 SpEd Allotment - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: ELAR teachers will attend TCMPC Cross Curricular Connections for 3rd-5th grade to preview and discuss the new Cross-Curricular Alignment Document</p> <p>Strategy's Expected Result/Impact: Campus growth across multiple content areas by helping students make connections across content areas through suggested activities.</p> <p>Staff Responsible for Monitoring: ELAR teachers, Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$80</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
<p>Strategy 5: Principal will attend the Annual Blue Ribbon School of Excellence (BRSE) Conference to learn, engage, and network with other school Principals from across the nation.</p> <p>Strategy's Expected Result/Impact: The national conference is designed to meet the needs of today's educators by empowering them to learn, share knowledge, and gain tools to lead students into the future.</p> <p>Staff Responsible for Monitoring: District Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$1,558</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Data/PLCs: Poteet Intermediate will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Evaluation Data Sources: MAP, BOY/MOY/EOY progress monitoring, Unit Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase NWEA MAP progress monitoring license to evaluate student academic standing and growth. Student data will be evaluated based on performance for BOY, MOY, and EOY</p> <p>Strategy's Expected Result/Impact: Increase in student performance for identified areas of need.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teachers, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize TEKSBank, the online bank of test questions and resources developed and aligned to Texas STAAR Student Expectations.</p> <p>Strategy's Expected Result/Impact: increase student achievement levels with aligned items to STAAR expectations</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$359</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be screened and tested as appropriate for dyslexia and related disorders. Screeners included but not limited to WRMT-III, GORT 5, CTOPP 2 and TWS 5</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Campus Admin</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$1,000, - 199 SpEd Allotment - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase headphones and Summit K 12 program so that Dual Language/EL students will be able to utilize the program which includes ELPS skills practice across all four language domains: reading, writing, speaking and listening.</p> <p>Strategy's Expected Result/Impact: 10% gain across all language domains on TELPAS</p> <p>Staff Responsible for Monitoring: Dual Language Classroom teachers, ESL teachers, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 263 Title III Part A LEP - \$350, - 199 Bilingual Allotment - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: High Impact tutorials will take place before and/or after school to accelerate student learning in accordance with HB4545.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Tutorial Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 279 TCLAS - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: Technology: Teachers will integrate technology to enhance student engagement and academic success

Strategy 1 Details	Reviews			
<p>Strategy 1: Use instructional technology: Discovery Education, Reading A-Z, Stemsopes Math and Science, Flocabulary, Reading Plus and Science Fusion online platform. Special Education instructional technology VIZZLE, N2Y and Interactive Pics will be used daily in our Lifeskills and special education classrooms.</p> <p>Strategy's Expected Result/Impact: Program generated reports will show increased student achievement from one six weeks to the next.</p> <p>Staff Responsible for Monitoring: Teachers, Special Education Teachers, Instructional Specialist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 SpEd Allotment - \$416.65, - 211 Title I Part A Funds - \$20,000, - 410 Instructional Materials Allotment - \$3,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase of Chromebooks, Chromebook lockers, Smart TV (replacing projector), teacher laptops. Teachers and students will have access to technology in order to effectively access math and reading software and site license programs such as Seesaw, Stemscope, Brainpop, starfall more, pebble go, tumblebooks, and more.</p> <p>Strategy's Expected Result/Impact: Students will access programs needed to help in identified areas of need.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 282 ESSER III, - 270 RLIS Title V Part B</p>	Formative			Summative
	Nov	Jan	Mar	June






Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase Canvas Learning Management System, a digital learning classroom hub where teachers and students can access online learning materials and communicate about skill development and learning achievement. Hotspots will also be purchased for students to engage online after school hours.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$2,164.50, - 282 ESSER III - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will participate with the ESC Educational Resources/Living Science Cooperative to gain access to a variety of online resources and services that support digital literacies and school libraries in all content areas. Membership also includes access to the Living Science Materials Center to support science instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,139</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase the campus Instructional Specialist a laptop surface pro for use of classroom instructional purposes and data disaggregation.</p> <p>Strategy's Expected Result/Impact: Instructional Specialist will have access to student/teacher data for instructional purposes to make informed decisions based on campus need.</p> <p>Staff Responsible for Monitoring: Executive Director C&I</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 282 ESSER III - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase the campus Counselor macbook for guidance lessons and other counseling duties needed to serve teachers and staff.</p> <p>Strategy's Expected Result/Impact: Incorporation of technology on campus to help staff and students succeed.</p> <p>Staff Responsible for Monitoring: Counselor, Campus Adminsitration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Routers will be purchased and installed on 10 school buses to allow internet access to students.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement to complete schoolwork.</p> <p>Staff Responsible for Monitoring: Campus Admin Technology</p> <p>Funding Sources: - 282 ESSER III - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.





Performance Objective 5: College and Career Readiness: We will provide opportunities to develop an atmosphere of professionalism as all students work towards being college ready, career ready and life ready

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Bridges/Paws in Jobland program for Elementary students and families. Paws in Jobland takes elementary school students on a lively tour through the neighborhood of Jobland. Along the way, they learn how to identify personal interests and explore careers.</p> <p>Strategy's Expected Result/Impact: Students are exposed to different careers</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 CCMR - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be exposed to different careers through participating in the District and Campus College and Career Fair.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with a variety of college and career paths available to them</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Select teachers will attend the University of Texas at San Antonio(UTSA) to complete graduate coursework. Tuition, supplies, books, mileage, and misc. expenses will be paid with the Texas COVID Learning Acceleration Support (TCLAS) grant.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to teach dual credit courses</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Funding Sources: - 429 Texas COVID Learning Acceleration Supports (TC - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will have the opportunity to participate in UIL academic competetion. Supplies will be purchased for learning opportunities and recognition.</p> <p>Strategy's Expected Result/Impact: 10% of the student population will participate in UIL events</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: ribbons and medals - 199 Basic Educational Services - \$125, - 199 Basic Educational Services - \$190</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Poteet Intermediate will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 6: Attendance: We will ensure at least 92% attendance rate





Strategy 1 Details	Reviews			
<p>Strategy 1: Movie Licensing will be used to offer incentives for perfect attendance, honor roll, etc. Strategy's Expected Result/Impact: Student motivation resulting in increase in student attendance and student achievement. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 199 Basic Educational Services - \$486</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Poteet Intermediate parents and community members will be partners in education to foster a collaborative educational environment.

Performance Objective 1: Programs and Family Nights: Poteet Intermediate will collaborate with families and community members to support the academic, physical, emotional and social well-being of each student.

Goal 2: Poteet Intermediate parents and community members will be partners in education to foster a collaborative educational environment.

Performance Objective 2: Communication: Poteet Intermediate will provide consistent, meaningful communication between home, school and community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Intrado Interactive (messaging) to ensure communication to parents is a priority. Intrado Interactive is a provider of notification, website, and mobile app solutions for school campuses.</p> <p>Strategy's Expected Result/Impact: Communication about school events and notifications are effectively shared with parents</p> <p>Staff Responsible for Monitoring: Principal, Technology</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I Part A Funds - \$869</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Poteet Intermediate will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 1: Engagement: Poteet Intermediate will create an environment that seeks and respects input from all individuals within our educational community.

Goal 3: Poteet Intermediate will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Operational Flexibility: Poteet Intermediate will provide an adaptive, efficient and innovative infrastructure to optimize all operational areas in a fiscally, responsible manner.

Strategy 1 Details	Reviews			
<p>Strategy 1: Participation in the Bilingual and ESL Cooperative through ESC 20. The Bilingual/ESL Cooperative provides technical assistance and professional development trainings in the area of Bilingual/ESL education to member LEAs in accordance with state and federal guidelines.</p> <p>ESC-20 WILL:</p> <p>Provide program assistance for Bilingual/ESL program development through:</p> <ul style="list-style-type: none"> Planning and development for program effectiveness Technical assistance for Performance-Based Monitoring Technical assistance to assist with improving the performance of English Learners Discounted registration fee(s) to attend the ESC-20 annual Language Conference Discounted fee for Bilingual/ESL program evaluation and folder audits Provide region-wide staff development opportunities for Bilingual/ESL program teachers and administrators to include the following areas: Certification preparation trainings for the following certifications tests. ESL TExES, Bilingual Supplemental, Bilingual Target Language Proficiency Integration of sheltered instruction strategies and best practices for English Language Learners (ELLs) in the core content areas and special programs (i.e. GT, SPED, RTI, CTE) Guidance and support of curriculum implementation of Bilingual and ESL program models Training on various English Language Learners' assessment instruments <p>Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our ESL/Bi-lingual students</p> <p>Staff Responsible for Monitoring: ESL/Bi-Lingual Teachers, Executive Director of Curriculum and Instruction, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Funding Sources: - 199 Bilingual Allotment - \$512</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: The district and each campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns. (Plan4Learning) in English and Spanish</p> <p>Strategy's Expected Result/Impact: Campus and district improvement in student achievement.</p> <p>Staff Responsible for Monitoring: Superintendent, Exec. Directors, Principals</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district and each campus will utilize software (Title Crate) to collect, organize, and validate all Federal Programs documentation</p> <p>Strategy's Expected Result/Impact: Meet district, state, and ESSA requirements</p> <p>Staff Responsible for Monitoring: Superintendent, Exec. Directors, Principals</p> <p>Funding Sources: - 211 Title I Part A Funds - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Participation in the GT Cooperative through ESC 20. The Gifted/Talented Services Coop is one of the most efficient and effective ways to help your organization be in compliance with the Texas State Plan for Gifted/Talented Students.</p> <p>Participation in the Coop provides you with meaningful support in your Program Services and opportunities for your staff to take part in meaningful Professional Learning experiences that will support your vision for Service Design.</p> <p>ESC-20 WILL:</p> <ul style="list-style-type: none"> Provide orientation, in-depth training and consultative support for program personnel in: Supporting the implementation of identification procedures. Developing an array of opportunities for gifted students. Developing differentiated curriculum including a continuum of advanced academic services. Developing and supporting Gifted/Talented Performance Standards. Involving parents and community with Gifted/Talented and Advanced Academics education programs. Provide support in the evaluation of the Gifted/Talented and Advanced Academics education programs. Maintain a system of networking among ESC-20 districts for information dissemination and program support. Provide training for program personnel to meet the state requirements of professional learning to include: assistance in enhancing components of the State Plan for the Education of Gifted/Talented Students. newly developed 6-hour update sessions each year. Gifted/Talented clustering opportunities to maximize in-district days for summer professional development. <p>Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our GT students</p> <p>Staff Responsible for Monitoring: GT Teacher/Coordinator, Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Gifted and Talented - \$1,238</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase Eduphoria: Analysis/Prem. Suites/Eduphoria! works to empower teachers. The integrated apps assist in every aspect of the school day, from lesson planning to monitoring student progress, streamlining administrative duties, and providing a collaborative platform for education professionals. Eduphoria! creates tools that seamlessly precipitate a teacher's success in the classroom.</p> <p>Strategy's Expected Result/Impact: Campuses will have access to Eduphoria for T-Tess goals/appraisals, data on student assessments, and PD portfolios</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Executive Director of C&I, Campus Administration, Instructional Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I Part A Funds - \$3,093</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Aloe Software (On Data Suite) will be purchased to provide visuals and reports to PEIMS and Student Assessment Data.</p> <p>Strategy's Expected Result/Impact: Data disaggregation tool</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$1,229</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Classlink will be purchased and utilized to simplify and standardize parent, student and teacher access to digital content. Analytics will be in place and monitored to track usage and make informed purchasing and training decisions. Class Link will increase learning time for all students.</p> <p>Strategy's Expected Result/Impact: Effective instructional practices to promote an increase in campus accountability</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,220</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Lead4Ward Accountability Connect will be utilized to aide in the understanding of state and federal accountability systems.</p> <p>Strategy's Expected Result/Impact: Effective instructional practices to promote an increase in campus accountability</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$625</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: The life skills classroom will be provided resources to meet the needs of their students.</p> <p>Strategy's Expected Result/Impact: Students will acquire life skills.</p> <p>Staff Responsible for Monitoring: Life Skills Teacher, Campus Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 SpEd Allotment - \$102.59, - 199 SpEd Allotment - \$178.13, - 199 SpEd Allotment - \$509.16</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase PikMyKid, a comprehensive school dismissal management software program to provide a smarter, safer and more efficient dismissal of all students on campus.</p> <p>Strategy's Expected Result/Impact: Save time, improve communication with parents regarding dismissals, and keep keep track of how every student is dismissed.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, IT department</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase cabinets, shelves and/or table to provide proper storage of dyslexia materials, confidential files, etc. within the classroom.</p> <p>Strategy's Expected Result/Impact: All materials and confidential student information will be properly stored and contained.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Administration</p> <p>Funding Sources: - 199 Basic Educational Services - \$227.23</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Purchase small group furniture for general classroomsto use for interventions and reading/math stations Strategy's Expected Result/Impact: Students will have an area to go to for small group instruction with teacher and/ or use of area for stations within the classroom. Staff Responsible for Monitoring: Adminstration, classroom teachers</p> <p>ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Basic Educational Services - \$435</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Purchase copy paper and card stock for instructional resources to be printed on for teacher and student use. Strategy's Expected Result/Impact: Instructional materials will be prepped and increase learning time for students Staff Responsible for Monitoring: Campus Secretary</p> <p>Funding Sources: - 199 Basic Educational Services - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

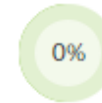
Goal 3: Poteet Intermediate will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Social and Emotional Learning: Poteet Intermediate will promote a safe school environment, consistent counseling programs, student wellness and provide character development opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will receive training in Active Shooter and Stop the Bleed. Poteet Intermediate will conduct crisis drills regularly.</p> <p>Strategy's Expected Result/Impact: All drills completed in the time that is expected (Monthly)</p> <p>Staff Responsible for Monitoring: Campus Administration, SROs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The 7 Mindsets will be used campus wide to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making.</p> <p>Strategy's Expected Result/Impact: increase attendance, engagement and academic success and reduce behavior issues</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$10,381</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The School Counselor Cooperative provides opportunities for professional development and collaboration for school counselors and social workers in both elementary and secondary school settings within the four components of the Texas Model for Comprehensive School Counseling Programs: Guidance Curriculum, Responsive Services, Individual Planning, and System Support.</p> <p>Strategy's Expected Result/Impact: best practices with counseling services</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor</p> <p>Funding Sources: - 211 Title I Part A Funds - Co-Op Fee - \$360</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The School Health and Safety Cooperative is designed to provide ongoing professional development and technical assistance for school nurses, health professionals, district law enforcement, school resource officers, and school administrators responsible for school safety. School Health and Safety Cooperative members will be allowed to send an unlimited number of school health and safety personnel to each of the workshops at a free or reduced cost. Technical assistance for the evaluation of school safety plans and for the development and implementation of School Health Advisory Councils is available for cooperative members at a reduced rate. ESC-20 will provide the following professional development on site:</p> <ul style="list-style-type: none"> School Safety Summit Back to School Nurse Workshop Stop the Bleed Commercial Sexual Exploitation Identification Tool (CSE-IT) Alcohol and Drug Abuse Prevention Training Student Drug Trends Sex Trafficking Civilian Response to Active Shooter Events (CRASE) course Child Abuse and Neglect Internet Safety/Cyberbullying Risk Reduction Bullying Prevention Threat Assessment School Climate Assessment Trauma-Informed Care Suicide & Self Harm Mindfulness School Clinic Substitute Training CPR, AED, First-Aid UDCA and Diabetes Skills Training New School Nurse and Health Assistant Orientation <p>Strategy's Expected Result/Impact: Campus provided with up to date training and resources to ensure student safety and health needs are met</p> <p>Staff Responsible for Monitoring: Campus/District Nurse, SROs, Director of Student Services, Campus Administration</p> <p>Funding Sources: - 289 Title IV, Part A - \$360, - 289 Title IV, Part A - \$60</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Proper protective supplies are needed for staff who are involved in a restraint situation.</p> <p>Strategy's Expected Result/Impact: Proper restraint supplies are needed to protect staff during a restraint</p>	Formative			Summative
	Nov	Jan	Mar	June

Funding Sources: - 199 SpEd Allotment - \$15



No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$80.00
1	3	2			\$359.00
1	4	6			\$1,500.00
1	5	4			\$190.00
1	5	4	ribbons and medals		\$125.00
1	6	1			\$486.00
3	2	11			\$227.23
3	2	12			\$435.00
3	2	13			\$3,000.00
Sub-Total					\$6,402.23
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$13,597.77
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$825.00
1	2	1			\$1,000.00
1	4	1			\$20,000.00
1	4	3			\$2,164.50
1	4	4			\$1,139.00
2	2	1			\$869.00
3	2	2			\$1,000.00
3	2	3			\$550.00
3	2	5			\$3,093.00
3	2	7			\$1,220.00
3	2	8			\$625.00
3	3	3		Co-Op Fee	\$360.00
Sub-Total					\$32,845.50

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$66,982.00
+/- Difference					\$34,136.50
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$1,250.00
1	1	7			\$1,100.00
1	3	4			\$1,500.00
3	2	1			\$512.00
Sub-Total					\$4,362.00
Budgeted Fund Source Amount					\$2,600.00
+/- Difference					-\$1,762.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$200.00
1	2	2			\$500.00
1	2	3			\$250.00
1	3	3			\$1,000.00
1	4	1			\$416.65
3	2	9			\$509.16
3	2	9			\$102.59
3	2	9			\$178.13
3	3	5			\$15.00
Sub-Total					\$3,171.53
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$2,171.53
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6			\$1,229.00
Sub-Total					\$1,229.00
Budgeted Fund Source Amount					\$1,000.00

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					-\$229.00
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$1,558.00
Sub-Total					\$1,558.00
Budgeted Fund Source Amount					\$1,568.00
+/- Difference					\$10.00
255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,125.00
Sub-Total					\$1,125.00
Budgeted Fund Source Amount					\$2,300.00
+/- Difference					\$1,175.00
263 Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$2,000.00
1	3	4			\$350.00
Sub-Total					\$2,350.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$150.00
270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,268.00
+/- Difference					\$19,268.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4			\$60.00
3	3	4			\$360.00

289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$420.00
Budgeted Fund Source Amount					\$375.00
+/- Difference					-\$45.00
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$3,800.00
Sub-Total					\$3,800.00
Budgeted Fund Source Amount					\$57,022.00
+/- Difference					\$53,222.00
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,500.00
1	2	2			\$2,000.00
1	3	3			\$1,000.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$4,500.00
199 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00
429 Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					\$13,000.00

199 PLTW Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	3	1			\$9,000.00
1	4	2			\$0.00
1	4	3			\$1,200.00
1	4	5			\$2,000.00
1	4	7			\$1,200.00
3	3	2			\$10,381.00
Sub-Total					\$38,781.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$28,781.00
429 Texas COVID Learning Acceleration Supports (TC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$20,000.00
199 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$500.00
1	1	4			\$2,500.00
3	2	4			\$1,238.00
Sub-Total					\$4,238.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$2,238.00

279 TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$236,815.00
Grand Total Spent					\$120,982.26
+/- Difference					\$115,832.74