

Poteet Independent School District

Poteet Elementary School

2023-2024 Improvement Plan



Mission Statement

Poteet Elementary believes education is a shared responsibility of students, school, home, and community where meaningful relationships have profound lifelong learning and unlimited impact.

Vision

Poteet Elementary will cultivate a community that will be kinder than necessary, work harder than expected, and never stop trying.

Value Statement

Be Kind, Work Hard, and Never Stop Trying!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

- Total Number of Students: 511
- Total Number of Students Identified as At-Risk: 331 (64.78%)
- Total Number of Students Identified as Economically Disadvantaged: 330 (64.58%)
- Hispanic: 452 (88.45%)
- White: 56 (10.96%)
- Black - African American: 2 (0.39%)
- American Indian: 0
- Asian: 0
- Two or more races: 1 (0.20%)
- Migrant: 1 (0.20%)
- LEP: 39 (7.63%)
- Gifted and Talented: 8 (1.57%)
- Special Education: 51 (9.98%)
- Dyslexia: 27 (5.28%)
- Homeless: Shelter: 1 (0.20%) Doubled Up: 1 (0.20%) Unsheltered: 4 (0.78%)

Poteet Elementary acknowledges that a high percentage of our students come from disadvantaged home environments where

certain factors may prevent them from being ready to start school. Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. So the challenge becomes the facilitation of targeted professional development for all staff to meet the individual needs of our students.

Demographics Strengths

- Student academic performance for EL students has improved based on TELPAS scores.
- Strong administrative support for teachers, students and families
- Communication between teacher/parent, campus/parent, administration/staff, and administration/parents
- Family nights are hosted by content area to help academic growth for students and create a community of learners
- The RTI, guided reading and Aggie subject-level instructional interventions are expanding to better meet the needs of our struggling learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increased interventions needed to address growing number of economically disadvantaged students. **Root Cause:** The percentage of economically disadvantaged students on campus 72%

Problem Statement 2: Increase number of teachers ESL certified to strengthen the learning and vocabulary gap. **Root Cause:** Students come to school with lack of exposure or opportunities for a vocabulary rich environment.

Student Achievement

Student Achievement Summary

Campus efforts made by each of our teachers in regards to differentiated teaching practices and a continued focus on the TEKS are priorities this year. The use of pacing guides and access to the TEKS Resource System are intended to assist both teachers and students towards a higher level of academic progress. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates in both math and reading. Guided reading will be used to strengthen students reading comprehension, fluency, and overall reading practices. Campus Administration, consultants and our campus instructional specialist will work with our teachers through professional development, observations and modeling to ensure consistent implementation. Math and Reading interventionist will work with students on identified weaknesses in order to help increase student performance in those who demonstrate below-level skills in reading and math. It is important that we build a strong foundation in PK-1 and take the content to a deeper level in 2-3. The Reading Academy is helping to guide our teachers into implementing research based practices and instructional strategies that will build a strong foundation of reading for our students. We are focused on and will continue to build a vertically aligned campus through expectations and rigorous content.

Student Achievement Strengths

- Phonics instruction implemented with fidelity for solid foundation and continued growth
- Implementataion of sound walls in every classroom
- MAP testing, Dibels and F&P benchmarks used to assess students at the BOY, MOY, and EOY
- Continued implementation of our RTI system to provide necessary steps for interventions
- TEKS based computer programs used daily with students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Maximum 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 2: Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs **Root Cause:** Instructional decisions were not focused around targeted data talks and disaggregation.

School Culture and Climate

School Culture and Climate Summary

Poteet Elementary strives to provide a warm and welcoming environment for all staff, parents, and the community. We have high expectations for our students - both academically, behaviorally, and socially. Our staff and students are able to feel safe and supported in the school environment through various safety drills. Parents and community members are welcomed and encouraged to participate in the educational process through things such as Reading with Heroes, Grandparents day reading, PTO, campus and district committees, along with participation in after school activities. Poteet Elementary vision statement is "Be Kind, Work Hard, and Never Stop Trying". This is part of our daily announcements and we have a very positive and supportive atmosphere that strives to make the best learning environment for each and every student. Teacher input is valued and incorporated into the campus needs. Staff participates in extracurricular activities and family nights hosted by the campus.

School Culture and Climate Strengths

- Strong community and parent support
- Safe and orderly campus
- Minimal disciplinary referrals
- Offering a variety of activities for our students to participate in throughout the school year
- Counseling sessions weekly to promote 7 minsets
- Implementation of the 7 mindset curriculum with students on "Mindset Mondays"
- Star Students - chosen weekly for every classroom
- Well maintained and clean campus buildings

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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 student homeless (doubled up) percentage

Problem Statement 2: Developing academic support for parents so they are able to assist their students in regards to academics **Root Cause:** Parents unfamiliar with instructional practices and content. Lack of parental resources and campus provided materials for parents to use and access.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Poteet Elementary are considered highly qualified by holding a certified teaching certificate in their teaching levels or be enrolled in an alternative teaching program. A background check and fingerprinting is required of all employees. The teachers are evaluated under an evaluation and support system, Texas Teacher Evaluation and Support System (T-TESS). Administrators provide feedback from routine walk-throughs and observations to teachers. T-TESS focuses on teachers developing habits of continuous improvement through professional development, dialogue and collaboration. Teachers meet with their evaluator at the beginning of the year to outline goals during a preconference, undergo an observation during the year followed by a post-conference, and an end of year summative conference is held to discuss the year and future goals.

Region 20 educational specialists observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed during visits. Poteet Elementary participated in the TXLS program for the past 3 years. TXLS is inquiry-based, job-embedded professional development where teachers work collaboratively to develop, teach, and assess research-based lessons

We currently have a 71.05% retention rate for the Elementary campus. The staff feels supported and that their voices are valued by campus administration. Teachers collaborate regularly with administration during team collaboration meetings where data and important campus based information is discussed and shared.

Staff Quality, Recruitment, and Retention Strengths

- Teachers feel supported by campus administration
- Positive and welcoming campus environment
- Administrative support for teachers who seek specialized staff development and feedback through team collaboration meetings
- Recruit and retain highly qualified and effective staff
- Teacher appraisers and campus leadership set goals and focus on continuous cycles of improvement
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs
- Participate in TCLAS Grow Your Own grant scholarship that will facilitate increased entry of qualified candidates into the teaching profession in rural and small school settings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Support from new curriculum professional development structured around effective instructional strategies, methods and effective implementation. **Root Cause:** Consistency with horizontal and vertical alignment needs to be maintained from year to year and inclusive of new staff

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

Problem Statement 3: Training for all staff in Special Education strategies and program implementation. **Root Cause:** Staff often does not have the necessary background in Special Education to implement strategies and programs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Poteet Elementary administration is responsible for ensuring fidelity in the implementation of Amplify (RLA) and Eureka (MATH) for the foundation and enrichment curriculum. TEKS Resource provides tools that allow teachers to view vertical alignment, pacing guides, sample questioning, and an assessment bank in order to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. Unit assessments and progress monitoring is used to check student mastery. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. Teachers in 2nd grade utilize Eduphoria to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding.

Pre-kindergarten for 3 year olds will implement Fueling Brains curriculum and program. Pre-Kindergarten for 4 year old will implement Fueling Brain program aligned with Creative Curriculum. Kindergarten will implement Fueling Brains program aligned activities with Amplify and Eureka curriculum.

Curriculum, Instruction, and Assessment Strengths

- Utilize and share successful intervention strategies and programs across grade levels/subject areas
- Adequate teaching supplies and materials
- Region 20 Education Service Center Specialists and Instructional Specialist who coach, model, observe, and provide feedback on instructional delivery and resources
- Amplify curriculum, intervention and mClass assessment will be used K-2
- Eureka Math to help vertically align grade level instructional with high quality instructional materials
- TEKS Resource System to assist core teachers with pacing, vertical alignment, sequencing, and rigorous assessments
- NWEA MAP assessment implementation to help make data informed decisions for instruction
- Creative Curriculum implementation in all PK4 classrooms with aligned activities from Fueling Brains
- Fueling Brains assessment is used within PK3, PK4 and Kindergarten

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Implementation of a complete curriculum for all classrooms K-2. **Root Cause:** Lack of a complete curriculum to help address learning and rigor within all classrooms K-2nd grade

Problem Statement 2: 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

Parent and Community Engagement

Parent and Community Engagement Summary

Poteet Elementary is committed to a full partnership with parents and community members through providing activities and events for parent and community participation. Families and community members can be involved in meaningful activities that support students' learning and campus needs. These include content specific family nights, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, award ceremonies, and UIL academic events (grades 2nd and 3rd). These activities also include meetings offered during teacher conference time or after school hours to provide parent/student learning activities and information for all content areas.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, and the Parent-Teacher Organization. Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Instagram, and the various Teacher/Parent app (Remind, Class Dojo, Seesaw). The district and campus website is updated with current news and informational items that all interested parties can access.

Parent and Community Engagement Strengths

- Reading with Heroes
- Content specific family nights
- Field Days
- Weekly Star Students
- EOY Awards for all grade levels
- GT and Science Fair
- Texas Reads One Book
- Positive feedback from parents
- Facebook and Instagram post showcasing daily campus activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increased attendance and feedback at strategic planning meetings **Root Cause:** Lack of parent input and involvement in specific meetings held on campus for campus planning

School Context and Organization

School Context and Organization Summary

Poteet Elementary strives to create a positive academic and well organized school system within the community. Administration, faculty, and staff are all friendly, qualified, and hold high expectations to ensure students are successful in preparing a solid foundation for their educational career. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment of high expectations, staff strives to utilize time spent in the schools serving the academic and social emotional needs of our students.

School Context and Organization Strengths

- Positive climate and culture exhibited through all educational stakeholders
- High expectations of administration, faculty, staff, and students;
- Positive community/parental image

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 level **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

Poteet Elementary has worked diligently to improve available technology resources for staff and students. Our students have access to several forms of technology which provides great opportunity for growth. We are always looking for ways to expand student exposure to technology and computer based programs.

Technology Strengths

- 2 computer labs are available for students and teachers
- Chromebooks and locker in every classroom PK-2nd
- PK - 2nd classrooms have access to mobile Chromebook and iPad carts
- Computer lab paraprofessional available for specials rotation
- Direct connection to the Internet and wireless connection to the Internet
- Campus-wide Wi-Fi access points
- Campus website and intranet in place providing district information and instructional services
- Written procedures in place on acceptable use of the Internet and network management
- Firewalls in place to help protect student access to unauthorized websites
- Teachers have access to a dedicated computer
- All classrooms have Smart TV
- Employee email accounts and network storage space
- A technology director and IT Staff available for assistance
- Teachers are expected to integrate relevant technology material into their lessons

Problem Statements Identifying Technology Needs

Problem Statement 1: 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 2: 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

Problem Statement 1: Increased interventions needed to address growing number of economically disadvantaged students.

Root Cause 1: The percentage of economically disadvantaged students on campus 72%

Problem Statement 1 Areas: Demographics

Goals

Goal 1: Poteet Elementary 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: K-2 Teachers will target phonology and orthography by implementing sound walls in a way that aligns with the science of reading. Sound walls are unique because of the way they illustrate the connection between print and speech. In using mouth movements, they become the talking piece that helps anchor each phoneme into memory. The goal is to teach students to differentiate between phonemes and attach the correct grapheme to the correct phoneme as they read and spell words. The materials used for this process are sound wall solutions, the T4R value pack, phoneme/Grapheme alphabet strips and individual student mirrors.</p> <p>Strategy's Expected Result/Impact: Students will be able to differentiate between phonemes and attach the correct grapheme to the correct phoneme as they read and spell words</p> <p>Staff Responsible for Monitoring: K-2 teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase Heggerty phonemic awareness curriculum. It contains 35 weeks of daily phonemic awareness lessons to give PK, K, 1st and 2nd grade students the tools to succeed. Purchase Heggerty Bridge the Gap Intervention Lessons.</p> <p>Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Early Education Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase classroom resources to use with Dyslexia students: magnetic letters, whisper phones, dry erase boards, interactive software, decodable readers 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. Printer ink will also be purchased to print confidential student information for meetings. Purchase In-line TV for instructional purposes of take-flight material.</p> <p>Strategy's Expected Result/Impact: Teacher will have needed resources to target students individual needs. Students will demonstrate success within the take flight program</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Campus Admin, District dyslexia compliance staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$1,000, - 199 SpEd Allotment - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase and implement Teach Town and Lesson Pix and for special education classrooms (PPCD, Life Skills and Resource classroom). This will allow SPED teachers to meet the wide array of learning and behavioral needs in their classroom with a strategic blend of hands-on, teacher-led instruction and technology-facilitated lessons. Every single unit and lesson segment in enCORE is structured to flow through a gradual release of responsibility, guiding students from exposure to mastery.</p> <p>Strategy's Expected Result/Impact: Teacher will have needed resources to target students individual needs through gradual release of responsibility, guiding students from exposure to mastery.</p> <p>Staff Responsible for Monitoring: Special Education teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 SpEd Allotment - \$10,305.94</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will provide PK3-2nd gr classroom resources, hands on materials and containers to store materials in, to ensure teachers and staff have needed materials for instructional purposes. These classroom resources will be used in activities for retell of books read, STEM activities to tie in a hands-on approach which will in turn help build a foundation of reading, math, social studies, and science skills (experiments) within the classroom instructional activities. Purchase classroom rugs, curriculum resources such as fine point markers (student use), pocket chart (student use), and baskets to store hands on learning resources for classrooms. These items are required as part of the classroom curriculum and environment. Containers will also be used for sorting items into similar categories based on mathematical concepts. Students will practice fine motor skills to allow the opportunity to practice mapping visual representations to emerging literacy and mathematical skills.</p> <p>Strategy's Expected Result/Impact: Teachers and students have needed materials for instructional purposes to allow students to grasp concepts.</p> <p>Staff Responsible for Monitoring: Classroom teachers</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$10,000, - 199 Basic Educational Services - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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 able to incorporate green screen technology (green screen, lights, video recorders, etc) to help with reporting projects and learning experiences. 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. GT Fair will be held for GT students to showcase high levels products with the use of Texas Performance Standards Project. Healthy snacks will be provided.</p> <p>Strategy's Expected Result/Impact: GT students will complete a standards project and have an opportunity to attend after school enrichment activities to enhance their learning.</p> <p>Staff Responsible for Monitoring: Campus GT representative, Campus Administration</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Gifted and Talented - \$3,500, - 289 Title IV, Part A - \$50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase TEKSBank, the online bank of test questions and resources developed and aligned to Texas STAAR Student Expectations. More than 40,000 items aligned with the cognitive and procedural rigor of the TEKS and STAAR.</p> <p>Strategy's Expected Result/Impact: With TEKS Resource System will be able to access assessment items that correspond with TEKS Resource System units of study</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialist</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Basic Educational Services - \$546</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: 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>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 Bilingual Allotment - \$1,250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Tutorials will be provided Monday -Thursday weekly by certified teacher for grades K, 1, and 2.</p> <p>Strategy's Expected Result/Impact: Increase performance by students pulled for tutorials.</p> <p>Staff Responsible for Monitoring: Principal</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 279 TCLAS - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: EL students will utilize Summit K12 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, DL Paraprofessional, 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: - 263 Title III Part A LEP - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase Eureka Math curriculum and professional development for K-2nd grade to set a new standard for rigor, coherence, and focus in the classroom so students gain a deeper understanding of the why behind the numbers, all while making math more enjoyable to learn and teach.</p> <p>Strategy's Expected Result/Impact: Increase of Math TEKS represented in our campus data Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Early Education Allotment - \$16,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Purchase Amplify curriculum and professional development for K-2nd grade to focus on state standards and the Science of Reading, in tight alignment with structured literacy concepts taught in the Texas Reading Academies. Amplify is focused on building strong foundational reading skills, as well as a full separate knowledge-focused lesson that builds background around key topics or themes while focusing on comprehension in grades K-2. The materials are designed to strongly reinforce phonics and foundational literacy skills while also building background knowledge, covering the entirety of the ELAR and SLAR TEKS.</p> <p>Strategy's Expected Result/Impact: Increase of ELAR TEKS represented in our campus data Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Early Education Allotment - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 13 Details	Reviews			
<p>Strategy 13: Cross-curricular materials will be purchased as well as supplies and materials to allow students to think creatively and make connections to personal experiences, real world, and previously learned lessons. Field trips will be taken to enhance the summer learning opportunities.</p> <p>Strategy's Expected Result/Impact: Students will be able to make connections to personal experiences, real world, and previously learned lessons</p> <p>Staff Responsible for Monitoring: Summer school coordinator and teachers</p> <p>Title I: 2.4</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 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Purchase wobble chair to help student build core strength to hold themselves upright and sit correctly.</p> <p>Strategy's Expected Result/Impact: Provide movement for student</p> <p>Staff Responsible for Monitoring: Teacher Campus Admin</p> <p>Funding Sources: - 199 SpEd Allotment - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Purchase Creative Curriculum for PK4 program curriculum. Creative curriculum includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. The social/emotional stage helps promote independence, self-confidence and self-control.</p> <p>Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' social/emotional, physical, cognitive and language development</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 410 Instructional Materials Allotment - \$4,250</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 Elementary 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: Poteet Elementary will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

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 Teacher, Interventionist, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$5,176</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase Amplify intervention program to address the needs of the students evaluated through Amplify benchmark systems. This will provide ways to address the needs of 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 Teacher, Interventionist, 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$10,036.35</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus interventionist will pull small groups of students and work on low performing TEKS in Reading and Math based upon data.</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 Teacher, Interventionist, 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be screened and tested as appropriate for dyslexia and related disorders. Screeners included but not limited are MindPlay, WRMT-III, GORT-5, CTOPP-2, and TWS-5.</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Campus Admin, District special program personnel</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$2,000, - 199 SpEd Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students who are referred for Gifted & Talented curriculum will be screened using a variety of assessments such as Cognitive Abilities Test (CoGAT), Iowa Test of Basic Skills (ITBS), parent and teacher survey instruments.</p> <p>Strategy's Expected Result/Impact: Measurement Tool to determine gifted/talented</p> <p>Staff Responsible for Monitoring: GT Coordinator Campus Admin</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 Gifted and Talented - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: EL students will utilize Summit K12 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, DL Paraprofessional, ESL teachers, 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: - 263 Title III Part A LEP - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Aloe Software (On Data Suite) to disaggregate campus data by sub-populations with capability to compare campus assessments on a multiyear trend analysis and projection.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student performance and trends</p> <p>Staff Responsible for Monitoring: Campus and District administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$1,707</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Poteet Elementary 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: Staff will engage in professional learning that provides high quality opportunities for continued professional growth

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, Accountability, TEPSA, Special Education C.A.M.P series 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: - 211 Title I Part A Funds - \$2,000, - 199 Basic Educational Services - \$3,000, - 282 ESSER III - \$6,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will attend the Elementary school counselor workshop that will focus on elementary student topics such as anxiety, emotional co-regulation and self-regulation, small group and classroom guidance ideas, self-care for professionals and students.</p> <p>Strategy's Expected Result/Impact: Counselor will effectively be able to provide guidance and services to students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 Basic Educational Services - \$60</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Dyslexia teachers will attend the dyslexia conference to acquire the latest information and legal changes that are most important to public dyslexia educators.</p> <p>Strategy's Expected Result/Impact: Dyslexia teacher will be up to date with all research based best practice strategies and requirements for dyslexia instructional practices and assessments.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Campus Admin, District dyslexia compliance staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will attend Reading Academies required by TEA to improve the foundations of reading and provide learning and growth of teachers based off the science of reading. All K-3 teachers, including special education, dyslexia and administrators are required to complete the HB3 Reading Academies and structured literacy practices developed around the science of teaching reading by 2023. This includes literacy specialist who see K-3 students in small groups and K-3 departmentalized teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a wealth of knowledge to help with instructional practices for reading.</p> <p>A Comprehensive Coach that will lead up to four personalized, job embedded coaching sessions per participant in their cohort. Additionally, they will rate artifacts and offer online content support through module discussions.</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Curriculum ESC 20 Comprehensive coach</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 Early Education Allotment - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers who successfully complete the ESL supplemental certification and add it to their certificate will be reimbursed the cost of adding it to their certificate.</p> <p>Strategy's Expected Result/Impact: ELL strategies to help ELL students succeed</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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 Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 Basic Educational Services - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Kindergarten Dual Language teacher will attend the BTLPT test prep review at ESC 20</p> <p>Strategy's Expected Result/Impact: Help equip teacher with skills and knowledge for the certification test</p> <p>Staff Responsible for Monitoring: Teacher and Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 Bilingual Allotment - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Region 20 consultant will work with PK3, PK4 and Kindergarten teachers to implement and integrate the Creative Curriculum into their classrooms.</p> <p>Strategy's Expected Result/Impact: Students and teachers will be successful in implementation of teaching and learning Pre-K guidelines and TEKS</p> <p>Staff Responsible for Monitoring: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$6,250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Purchase classroom instructional materials, resources for campus instructional specialists</p> <p>Strategy's Expected Result/Impact: Instructional Specialist will assist teachers in classroom.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Funding Sources: - 211 Title I Part A Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Purchase Fundamental 5 Revisited: Exceptional Instruction In Every Setting to provide educators with five practices that every teacher/leader can use to improve instructional rigor, relevance, and student performance. Professional development and books will be provided to all teachers/leaders district-wide.</p> <p>Strategy's Expected Result/Impact: Improvement in instructional rigor, relevance, and student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Admin, Instructional Specialist</p> <p>Title I: 2.4, 2.5</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: - 289 Title IV, Part A - \$2,875</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Our Dual Language teachers will participate in Bilingual Coaching and Professional Development. This will include classroom observations & coaching for SLAR Amplify, TELPAS, and ELD training.</p> <p>Strategy's Expected Result/Impact: Our teachers within the dual language classrooms will have the support and instructional strategies needed to help students be successful</p> <p>Staff Responsible for Monitoring: Dual Language teachers, Instructional Specialist, Campus Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Bilingual Allotment - \$1,250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: PK 4 teachers, Instructional Specialist and Assistant Principal will travel to Pasedena and Fort Bend ISD to tour their PK3 and PK4 classrooms. Through this tour, collaboration and observation our teachers will gain an understanding of the FuelingBrains environment and classroom function.</p> <p>Strategy's Expected Result/Impact: Teachers will walk away with a better understanding of the Fueling Brains classroom routines, environment and program</p> <p>Staff Responsible for Monitoring: PK4 teachers, IS and AP</p> <p>Funding Sources: - 199 Basic Educational Services - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Purchase SOS: Strategic Out-Source Services, a complete system to meet the 21 professional development requirements (Compliance Strategy Items) in TEA's Special Education Assessment annually. Monographs and follow-ups target a single topic with related topics embedded to offer a more in-depth discussion of a previously referenced subject to provide review and reinforcement of previous learning</p> <p>Strategy's Expected Result/Impact: Teachers will become familiar and educated on the many aspects of special education and how best our students needs can be met.</p> <p>Staff Responsible for Monitoring: Special Education Director and Campus Admin</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: - 199 SpEd Allotment - \$534.25</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 Elementary 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: 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 XAP (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: Campus 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: Students will participate in Kids N Careers pictures to help expose them to career possibilities.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of career options by choosing a profession and dressing up in that uniform.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in field trips throughout the year to help them experience real world learning opportunities, socio-emotional growth and access to environments that are not available within the school environments. The opportunities will be available for our general education and special education student populations.</p> <p>Strategy's Expected Result/Impact: Real world learning opportunities, socio-emotional growth and access to environments that are not available within the school environments.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Funding Sources: - 199 SpEd Allotment - \$95</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Poteet Elementary 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: The campus will integrate technology to enhance student engagement and academic success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use instructional technology: Pebble Go, Discovery Education, Imagine Learning, Brain Pop (Eng and Span) and Brain Pop Jr. Special Education instructional technology VIZZLE, N2Y and Interactive Pics will be used daily in our LifeSkills, PPCD 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 Coach, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$20,000, - 199 SpEd Allotment - \$1,062.72, - 199 Early Education Allotment - \$7,215, - 410 Instructional Materials Allotment - \$3,700</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase of Chromebooks, Chromebook lockers, NewLine Smart TV, teacher laptops, Ipads, headphones and technology protective gear. Teachers and students will have access to technology in order to effectively access math and reading software and site license programs such as BookNook, Zearn, Stemscope, Brainpop, starfall more, pebble go, tumblebooks, and more. Interactive TV will be purchased to enhance Special Education and GT lessons, projects, and increase student's motivation and engagement.</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, GT staff, Special Education Teachers and 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$50,000, - 199 SpEd Allotment - \$7,000, - 199 Gifted and Talented - \$3,352, - 279 TCLAS - \$18,956, - 211 Title I Part A Funds - \$30,086</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Routers will be purchased and installed on 10 school buses to allow internet access to students. Hotspots will also be purchased for students to engage online after school hours. Student hotspots will also be purchased for use of instructional purposes.</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 - \$3,162</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will purchase and use ClassLink. ClassLink makes the switch to remote learning less complicated by creating consistency in how students and staff engage with digital learning tools. Both teachers and administrators also have the ability to track engagement with resources.</p> <p>Strategy's Expected Result/Impact: ClassLink for students to easily access online resources and teachers/administrators access to actionable analytics.</p> <p>Staff Responsible for Monitoring: IT Staff, Campus Administrator, classroom teachers</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,889</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase ink, toner, printer drums for printers use in classrooms for instructional purposes</p> <p>Strategy's Expected Result/Impact: Teachers able to access materials efficiently</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 199 SpEd Allotment - \$860, - 199 Basic Educational Services - \$108</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase LAMP Words for Life. This program is a therapeutic approach based on neurological and motor learning principles that uses a speech generating device to provide opportunities to learn language in engaging activities by using a consistent motor plan to say words and getting a natural response to that communication.</p> <p>Strategy's Expected Result/Impact: Provide opportunities to learn language in engaging activities by using a consistent motor plan to say words and getting a natural response to that communication.</p> <p>Staff Responsible for Monitoring: Sped teachers</p> <p>Funding Sources: - 199 SpEd Allotment - \$299.99</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase a wireless microphone to ensure communication during PE runs efficiently for the incorporation of health and safety practices into our campus athletic program.</p> <p>Strategy's Expected Result/Impact: Students will have clear communication of expectations for their required activities and to ensure their safety.</p> <p>Staff Responsible for Monitoring: PE Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 289 Title IV, Part A - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Poteet Elementary 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: We will ensure at least 92% attendance rate.





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will host math, reading, science family nights and EOY parent engagement to help build relationships with families and help support and foster student enrichment activities they can use to help their children be successful.</p> <p>Strategy's Expected Result/Impact: Families will attend and participate to become collaborative members of child's education</p> <p>Staff Responsible for Monitoring: Campus Admin, parent liaison</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,650</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will host a muffins with mom event to provide an opportunity for students to engage in meaningful activities with families.</p> <p>Strategy's Expected Result/Impact: Meaningful engagement with families and students</p> <p>Staff Responsible for Monitoring: Campus admin and parent liaison</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 Title I Part A Funds - \$500</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 Elementary parents and community members will be partners in education to foster a collaborative educational environment.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide easy and accessible communication to parents and staff through messaging program of notification, website and mobile app.</p> <p>Strategy's Expected Result/Impact: Quick and immediate communication for important information.</p> <p>Staff Responsible for Monitoring: Technology Campus Admin</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,207</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 Elementary will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

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

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase classroom rugs for whole group Math and Reading instruction along with the 7 mindsets social and emotional student lessons.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively deliver math, reading and social emotional instruction to students as they are in close proximity to teacher and instructional resources. Students will perform better on progress monitoring assessments due to instructional setting and close proximity to the teacher.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Texas COVID Learning Acceleration (TCLAS) Decision 4 Grow Your Own grant scholarship will facilitate increased entry of qualified candidates into the teaching profession in rural and small school settings.</p> <p>Strategy's Expected Result/Impact: We will be able to provide growth opportunities for our staff members eeking higher education/teacher certification</p> <p>Staff Responsible for Monitoring: Campus Administration and Executive Director of C&I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: - 279 TCLAS - \$18,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase Dual Language resources and materials to support development of Math and Reading skills in dual language classroom. Resources will support instructional content to build a foundation of both reading and math.</p> <p>Strategy's Expected Result/Impact: Increase performance of dual language students and support vertical alignment from K-2. Students will have access to instructional resources that provide a strong foundation in math and reading.</p> <p>Staff Responsible for Monitoring: Dual Language Teachers Campus Administration</p> <p>Title I: 2.4, 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 Early Education Allotment - \$2,000, - 211 Title I Part A Funds - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase copy paper, card stock and laminating film for instructional resources to be printed/laminated for teacher and student use.</p> <p>Strategy's Expected Result/Impact: Instructional materials will be prepped and increase learning time for students</p> <p>Staff Responsible for Monitoring: Campus Secretary</p> <p>Funding Sources: - 199 Basic Educational Services - \$6,400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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/Bilingual students</p> <p>Staff Responsible for Monitoring: ESL/Bi-Lingual Teachers, Executive Director of Curriculum and Instruction, Campus Administration</p> <p>TEA Priorities:</p> <ul style="list-style-type: none"> Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Funding Sources: - 199 Bilingual Allotment - \$859</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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. 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: 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> <p>Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our GT students Staff Responsible for Monitoring: GT Teacher/Coordinator, Campus Administration</p> <p>ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Gifted and Talented - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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 Staff Responsible for Monitoring: Classroom Teachers, Executive Director of C&I, Campus Administration</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 Title I Part A Funds - \$3,977</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will develop a campus improvement plan, utilizing CIP/CNA software to address specific areas of concerns. (Plan4Learning) English & Spanish</p> <p>Strategy's Expected Result/Impact: Campus and district improvement in student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,550</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 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>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 Title I Part A Funds - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Student data will be tracked based on performance at BOY, MOY, and EOY. Lead4Ward subscription through Eduphoria will be used to dis-aggregated data.</p> <p>Strategy's Expected Result/Impact: Student data analysis submitted by each teacher</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers</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</p> <p>Funding Sources: - 211 Title I Part A Funds - \$625</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Utilize Living Science Services through Region 20 Educational Resources Cooperative to include: living science materials, & digital resources for schools participating in TexQuest.</p> <p>Library Media Resources: Books Periodicals eBooks Technology Desktops COWS Nooks Early Reading Kits</p> <p>Strategy's Expected Result/Impact: Improve student usage of campus library by 5%</p> <p>Staff Responsible for Monitoring: Campus Administration, District and Campus Librarian</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I Part A Funds - \$2,109</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Renewal of notary license</p> <p>Strategy's Expected Result/Impact: We will have a notary on campus to process needed paperwork</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Secretary</p> <p>Funding Sources: - 199 Basic Educational Services - \$140</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Purchase classroom furniture to ensure students have an environment that maximizes instruction; including student desk, student chairs, shelving, classroom rugs</p> <p>Strategy's Expected Result/Impact: Desk and chair for students to learn from and places for instructional materials to be placed for student use.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Funding Sources: - 199 Basic Educational Services - \$18,000</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 Elementary will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Poteet Elementary 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 Elementary 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: Provide goods and services for families that have been identified as meeting the McKinney Vento guidelines.</p> <p>Strategy's Expected Result/Impact: Students will receive support needed to be successful.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,250</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of academic, career, personal, and social development via TEA's 4 components for a model school counseling program: Guidance curriculum, Responsive services, Individual planning, System support.</p> <p>Strategy's Expected Result/Impact: Elem. Counselor will acquire skills and knowledge needed to service students.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I Part A Funds - \$589</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.</p> <p>ESC-20 will provide the following professional development on site: 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> <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>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: - 289 Title IV, Part A - \$454, - 199 Basic Educational Services - \$96.08</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 7 Mindsets platform will be implemented to adopt a healthier, more positive mindset for students, staff, and parents.</p> <p>Strategy's Expected Result/Impact: The social emotional needs of the students are met through 7 mindsets lessons</p> <p>Staff Responsible for Monitoring: Campus Counselor, teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 282 ESSER III - \$11,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Resources will be purchased to homeless students to provide meaningful opportunities for students to reduce barriers. Resources, but not limited, to include backpacks, school supplies, hygiene kits, and winter jackets.</p> <p>Strategy's Expected Result/Impact: Students are able to focus on academics when basic needs are met.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I Part A Funds - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase supplies and organizational materials for administration, counselor, office and team collaboration room.</p> <p>Strategy's Expected Result/Impact: Organized and efficient</p> <p>Staff Responsible for Monitoring: Counselor, Administration and office staff</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: - 199 Basic Educational Services - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase personal hygiene products for our life skills classrooms to ensure students learn the importance of proper hygiene practices.</p> <p>Strategy's Expected Result/Impact: Students will successfully be able to use the products to ensure proper hygiene</p> <p>Staff Responsible for Monitoring: Life Skills teachers and paraprofessionals</p> <p>Funding Sources: - 199 SpEd Allotment - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Identified staff will attend the Non-violent Crisis Intervention Training. This Non-violent Crisis Intervention (NCI) Training presents strategies and techniques that provide participants with a non-harmful behavior management system. It includes safe interventions to use when disruptive behavior escalates, and is appropriate for educators and staff at all grade-levels within the educational community.</p> <p>Strategy's Expected Result/Impact: Participants will learn warning signs and verbal diffusion techniques for dealing with the most difficult student behaviors.</p> <p>Staff Responsible for Monitoring: Special Education director, Campus Administration, Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 SpEd Allotment - \$526.32, - 199 Basic Educational Services - \$125</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The district will provide a school motivational speaker. The motivational speech will support the implementation of school-wide mental health training to improve conditions for student learning.</p> <p>Strategy's Expected Result/Impact: School-wide mental health training to improve conditions for student learning.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Funding Sources: - 289 Title IV, Part A - \$625</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase equipment for the students to use during recess to promote a healthy and active lifestyle, including structured physical education</p> <p>Strategy's Expected Result/Impact: Students will engage in healthy play practices</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 289 Title IV, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: Provide staff with proper supplies to use during restraints for protection.

Strategy 1 Details	Reviews			
Strategy 1: Staff needs proper restraint supplies for protection from injury. Funding Sources: - 199 SpEd Allotment - \$30	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Poteet Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

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Personnel for Poteet Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dyslexia	Teacher	1
Math	Interventionist	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Reading	Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Instructional Specialist	Instructional Specialist	Instructional Campus Support	1
Lead Teacher	Stipend	Dual Language	1

Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$2,000.00
1	1	7			\$546.00
1	3	1			\$3,000.00
1	3	2			\$60.00
1	3	6			\$1,100.00
1	3	12			\$500.00
1	5	5			\$108.00
3	2	4			\$6,400.00
3	2	12			\$140.00
3	2	13			\$18,000.00
3	3	4			\$96.08
3	3	7			\$2,000.00
3	3	9			\$125.00
Sub-Total					\$34,075.08
Budgeted Fund Source Amount					\$13,875.00
+/- Difference					-\$20,200.08
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$10,000.00
1	2	2			\$10,036.35
1	3	1			\$2,000.00
1	3	5			\$100.00
1	3	8			\$6,250.00
1	3	9			\$500.00
1	5	1			\$20,000.00
1	5	2			\$30,086.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$1,889.00
2	1	1			\$1,650.00
2	1	2			\$500.00
2	2	1			\$1,207.00
3	2	1			\$1,500.00
3	2	3			\$2,000.00
3	2	7			\$3,977.00
3	2	8			\$1,550.00
3	2	9			\$550.00
3	2	10			\$625.00
3	2	11			\$2,109.00
3	3	2			\$1,250.00
3	3	3			\$589.00
3	3	6			\$450.00
Sub-Total					\$98,818.35
Budgeted Fund Source Amount					\$153,826.00
+/- Difference					\$55,007.65
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$1,250.00
1	3	7			\$100.00
1	3	11			\$1,250.00
3	2	5			\$859.00
Sub-Total					\$3,459.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$2,459.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,000.00
1	1	4			\$10,305.94

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$100.00
1	2	4			\$2,000.00
1	3	13			\$534.25
1	4	4			\$95.00
1	5	1			\$1,062.72
1	5	2			\$7,000.00
1	5	5			\$860.00
1	5	6			\$299.99
3	3	8			\$300.00
3	3	9			\$526.32
3	4	1			\$30.00
Sub-Total					\$26,114.22
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					-\$24,614.22
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$1,707.00
Sub-Total					\$1,707.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$707.00
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$60,000.00
+/- Difference					\$60,000.00
255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$5,600.00
263 Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$1,100.00
1	2	6			\$1,100.00
Sub-Total					\$2,200.00
Budgeted Fund Source Amount					\$458.00
+/- Difference					-\$1,742.00
270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$50.00
1	3	10			\$2,875.00
1	5	7			\$400.00
3	3	4			\$454.00
3	3	10			\$625.00
3	3	11			\$1,000.00
Sub-Total					\$5,404.00
Budgeted Fund Source Amount					\$375.00
+/- Difference					-\$5,029.00
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			\$4,250.00
1	5	1			\$3,700.00

410 Instructional Materials Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,950.00
Budgeted Fund Source Amount					\$41,132.00
+/- Difference					\$33,182.00

199 Early Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	11			\$16,000.00
1	1	12			\$20,000.00
1	3	4			\$20,000.00
1	5	1			\$7,215.00
3	2	3			\$2,000.00
Sub-Total					\$65,215.00
Budgeted Fund Source Amount					\$98,021.00
+/- Difference					\$32,806.00

199 Dyslexic Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,000.00
1	2	4			\$2,000.00
1	3	3			\$450.00
Sub-Total					\$3,450.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$3,550.00

199 CCMR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00

266 Elementary and Secondary School Emergency Reli

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00

199 PLTW Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00

282 ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$6,000.00
1	2	1			\$5,176.00
1	3	1			\$6,600.00
1	5	2			\$50,000.00
1	5	3			\$3,162.00
3	3	5			\$11,500.00
Sub-Total					\$82,438.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$72,438.00

199 Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$3,500.00
1	2	5			\$2,000.00
1	5	2			\$3,352.00
3	2	6			\$300.00
Sub-Total					\$9,152.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$7,152.00

279 TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$15,000.00
1	5	2			\$18,956.00
3	2	2			\$18,000.00
Sub-Total					\$51,956.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					-\$33,956.00
Grand Total Budgeted					\$428,987.00
Grand Total Spent					\$392,138.65
+/- Difference					\$36,848.35

Addendums

ELEMENTARY STAFFING BUDGET ADDENDUM - 2021-2022 SCHOOL YEAR

- **Pre-Kindergarten Teacher - 5 Teachers - 50% Early Ed Allotment, 50% SCE Allotment**
- **Pre-Kindergarten Teacher's Aide - 5 Teacher's Aide - 50% Early Ed Allotment, 50% SCE Allotment**
- **Dual Language Teacher Salary - 4 Teachers - 50% Bilingual Allotment**
- **Dual Language Teacher Stipend - 4 Teachers - 63% Bilingual Allotment, 38% Title II Part A Allotment**
- **Dual Language Lead Teacher Stipend - 1 Teacher - 100% Title II Part A Allotment**
- **Dual Language Teacher's Aide - 50% Bilingual Allotment**
- **Special Education Teacher - 3 Teachers - 100% Special Education Allotment**
- **Special Education Teacher's Aide - 4 Teacher's Aide - 75% Special Education Allotment**
- **Dyslexia Teacher - 20% Dyslexia Allotment, 80% SCE Allotment**
- **Instructional Specialist - 100% Title 1 Allotment**
- **Reading Interventionist - 2nd and 3rd Grade - 100% ESSER Allotment**
- **Reading Interventionist - Kinder-1st grade - 100% SCE Allotment**
- **Math Interventionist - 100% SCE Allotment**