

Poteet Independent School District
Poteet Intermediate School
2023-2024 Improvement Plan



Mission Statement

The Poteet Intermediate community engages students, encourages them persevere with grit, and works as a team to equip life-long learners.

Vision

Poteet Intermediate will build a community that will empower everyone to be their personal best!

Value Statement

Be Kind, Work Hard, and Never Stop Trying!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Poteet Intermediate serviced approximately 372 students. The demographics of the campus are as follows:

At-Risk	217	58%
Hispanic	331	89%
White	36	10%
African American	4	1%
Pacific Islander	0	0%
Two or More Races	1	>1%
Economically Disadvantaged	307	83%
Emergent Bilingual (EB)	35	10%
Gifted and Talented	26	7%
Special Education	64	17%
Dyslexic	43	12%

Demographics Strengths

- *Teacher student ratio
- *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
- * The RTI, Aggie subject-level instructional interventions are expanding to better meet the needs of our struggling learners

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased interventions needed to address growing number of economically disadvantaged students. **Root Cause:** The percentage of economically disadvantaged students on campus is 83%.

Problem Statement 2: Poteet Intermediate demographics show that 58% of our students are coded at-risk. **Root Cause:** Most students are coded at-risk due to failing one of more of their STAAR assessments, due to lack of resources that promote high rigor and/or the use of best instructional practices.

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

Campus efforts made by each of our teachers in regards to differentiated teaching practices and a continue focus on the TEKS are priorities this year. Intensive tutorials and academic assistants will continue to be implemented and monitored throughout the year to focus on increasing success rates in both reading and math. Campus Administration and Campus Instructionalist Specialist will work with our teachers through professional development, observations, and modeling to ensure consistent implementation. We are focused on and will continue to build a vertically aligned campus through expectations and rigorous content.

Student Achievement Strengths

*Data disaggregated using multiple assessment tools: NWEA (MAP), Eduphoria Unit Tests, TFAR data, etc.

Vertical alignment across grade level content and campus wide utilizing the TEKS Resource System

*TEKS based computer programs used daily with students

*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

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 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 implemented throughout the school year. Parents and community members are welcomed and encouraged to participate in the educational process through things such as PTO, campus and district committees, along with participation in after school activities. Teacher input is valued and incorporated into the campus needs. Staff participates in extracurricular activities and family night hosted by the campus.

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
- *Well maintained and clean campus buildings
- *Offering a variety of activities for our students to participate in throughout the school year

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 students homeless percentage.

Problem Statement 2: 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 3: Provide personal protection supplies for Life Skills staff **Root Cause:** Special Education Life Skills staff need PPE in order to attend to the individual needs of SE students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Poteet Intermediate are considered highly qualified by holding a certified teaching certificate in their teaching levels or are enrolled in an alternative teaching program. A background check and fingerprinting is required for 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.

We currently have an 80% retention rate for the Intermediate Campus. The staff feels supported and 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
- *Recruit and retain highly qualified and effective staff
- *Collaboration/communication amongst staff
- *High expectations
- *Weekly opportunities to collaborate and plan as content/grade level teams, including an instructional specialist
- *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: 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 Intermediate administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The TEKS Resource System, Amplify and Eureka are our foundational curriculums. 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. TEKS Resource system also assists the teacher in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource system has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. Unit assessments and performance assessments are used to check student mastery. Most assessments are created through TEKS Resource System and Eduphoria.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. Small group instructional practices have proven to be the most effective due to large population of at-risk students.

Curriculum, Instruction, and Assessment Strengths

- *Utilize and Share successful intervention strategies and programs across grade levels/subject levels.
- *STAAR - released and interim assessments
- *Lead4ward docs
- *TEKS Resource System
- *Computer-based programs on TEKS
- *Instructional specialist support
- *Backward planning model - end in mind
- *NWEA MAP assessment implementation to help make data informed decisions for instruction
- *Amplify Curriculum, intervention and mClass assessment will be utilized 3rd-5th
- *Purchase Eureka Math to help vertically align grade level instructional with high quality instructional materials along with the computer based diagnostic and progress monitoring assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Implementation of a complete curriculum for all classrooms 3-5. **Root Cause:** Lack of a complete curriculum to help address learning and rigor within all

classrooms 3rd-5th 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.

Problem Statement 3: 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 4: 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 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, organizational events, award ceremonies, UIL academic events and STAAR parent night. These activities also include meetings offered during teaching 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/Parents apps (Remind, Class Dojo). The district and campus website is updated with current news and informational items that all interested parties can access.

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*
- *EOY Awards for all grade levels*

**Facebook 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 Intermediate 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

- *High expectations are common and additional support is given through interventions and enrichment
- *Interventions & small group instruction in all classrooms
- *Free breakfast in the classroom to all students, free lunch to all students
- *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 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 Intermediate 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

- *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: 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

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Study of best practices

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 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$579.78, - 199 SpEd Allotment - 768.54</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide Accelerated Enrichment Activities to support GT students with Texas Performance Standards Projects for both supplies, after school and summer 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. Stipend will be paid to teacher to lead summer enrichment program. District GT Fair will be held to showcase high level products. Healthy snacks will be provided. During Summer Camp, the Hunter Education Classroom Course will be offered for students to participate. GT students will create design for summer camp t-shirts. Shirts will be purchased to showcase student work.</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Dual Language teachers will attend SLAR Amplify professional development and will purchase the Amplify curriculum for dual language. Amplify is a Spanish language arts program that supports multiple teaching models, including dual language immersion. Teachers will also participate in Bilingual Coaching and Professional Development. This will include classroom observations & coaching for SLAR Amplify, TELPAS and ELD training. Purchase general supplies as needed.</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 - \$7,250, - 410 Instructional Materials Allotment - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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
Strategy 6 Details	Reviews			
<p>Strategy 6: We will provide classroom resources, hands on materials and containers to store materials in, to ensure resource 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 within the classroom instructional activities. Purchase curriculum resources such as books, pencils, dry erase boards/markers (student use), clipboards (student use), and storage/furniture to store hands on learning resources for classrooms. These items are required as part of the classroom curriculum and environment. Picture/Chapter Books will be used to support academic enrichment. Purchase headphones to use with Zearn and Booknook.</p> <p>Strategy's Expected Result/Impact: Teachers and students have needed materials for instructional purposes to allow all students to grasp concepts.</p> <p>Staff Responsible for Monitoring: Teachers, Special Education Paras, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I Part A Funds - \$325</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Students will be provided opportunities outside of the school environment to observe, apply, and extend their learning of science, math, reading, social studies, and social/emotional/healthy living.</p> <p>Strategy's Expected Result/Impact: Students will deepen their understanding.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 SpEd Allotment - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase Eureka Math curriculum and professional development for 3rd-5th 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 in Math TEKS knowledge and mathematical calculation based on data.</p> <p>Staff Responsible for Monitoring: Math teachers, 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 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 410 Instructional Materials Allotment - \$37,705</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Purchase Amplify curriculum and professional development for 3rd-5th 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 3rd-5th. 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</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Early Education Allotment - \$74,450, - 199 Early Education Allotment - \$17,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 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 learning.</p> <p>Strategy's Expected Result/Impact: increase in learner achievement</p> <p>Staff Responsible for Monitoring: Summer school administrator, summer school teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 282 ESSER III - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase supplies for Homeless students including backpacks, hygiene kits, and clothes. Emergency groceries will be purchased for students.</p> <p>Strategy's Expected Result/Impact: Students will be prepared for school</p> <p>Staff Responsible for Monitoring: District Homeless Liasion</p> <p>Funding Sources: - 211 Title I Part A Funds - \$300, - 206 TEHCY Grant - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Purchase and implement Teach Town and Lesson Pix for special educatin classrooms (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 - \$8,134</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Purchase materials for poster maker for teachers to create anchor charts to help students retain and learn faster by giving them a visual aid that helps them understand the material being presented.</p> <p>Strategy's Expected Result/Impact: Teachers and students have needed materials for instructional purposes to allow all students to grasp concepts and help students stay engaged in the lessons.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Admin, 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>Funding Sources: - 199 Basic Educational Services - \$860.76</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Purchase EduMic Wireless Remote Microphone System for a student with loss of hearing to help improve speech understanding in the classroom, overcome the noise, distance and reverberation challenges typical of classroom environments.</p> <p>Strategy's Expected Result/Impact: Increase student learning by providing top class sound in noisy, reverberant classrooms for the student with loss of hearing.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Administration</p> <p>Funding Sources: - 199 Basic Educational Services - \$620</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Purchase Texas Science Stemscoptes for grades 3rd-5th to focus on state standards in Science classrooms through a digital platform with comprehensive, standards alignend curriculum that empowers both students and educators to take a hands on approach to learning. Stemscoptes is designed to create meaningful learning experiences that integrate Scientific and Engineering Practices (SEPs) and Recurring Themes and Concepts (RTCs).</p> <p>Strategy's Expected Result/Impact: Increase in Science TEKS represented in our campus data</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Adminsitrators, 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 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 410 Instructional Materials Allotment - \$2,010.75</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Purchase ScienceFusion for grades 3rd-5th to focus on state standards in Science classrooms through a digital platform with comprehensive, standards aligned curriculum that empowers both students and educators to take a hands on approach to learning. ScienceFusion provides research-based instruction that encourages scientific thinking.</p> <p>Strategy's Expected Result/Impact: Increase in Science TEKS represented in our campus data</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators, 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 5: Effective Instruction</p> <p>Funding Sources: - 410 Instructional Materials Allotment - \$3,830</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Purchase Software and Site License for RAZ KIDS-a comprehensive leveled reading resource for our emergent bilingual students. Emergent bilingual students will access their leveled Spanish text through an interactive learning portal designed to keep them motivated and engaged and then take an eQuiz to test comprehension and determine future instruction needs.</p> <p>Strategy's Expected Result/Impact: Reading comprehension of our emergent bilinguals will improve based on campus data</p> <p>Staff Responsible for Monitoring: Bilingual teachers, 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 - \$1,320</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
<p>Strategy 18: Purchase the SOS: Strategic Out-Source Services that is 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: Increase staff's understanding of the myriad of rules and regulations unique to Special Education and also better equip them to contribute meaningfully to the education of students with disabilities.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Paraprofessionals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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 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: - 199 Basic Educational Services - \$2,000</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: 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 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 2: Strategic Staffing, 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 teachers/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 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 SpEd Allotment - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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: - 199 Basic Educational Services - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 6 Details	Reviews			
<p>Strategy 6: Special Education teacher will attend the Reading by Design professional development at Region 20. This training will help special education students with dyslexia by delivering daily intervention using Reading by Design, a multisensory, systematic, explicit, and intensive reading program designed for students with dyslexia.</p> <p>Strategy's Expected Result/Impact: Campus growth in students in special education and/or those students with dyslexia.</p> <p>Staff Responsible for Monitoring: Special education teacher, campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$300, - 199 SpEd Allotment - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Special Educations teachers and paras will attend CPI Training for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Comphrehensive crisis management system where participants will be trained to recognize the warning signs that often precede studetn escalation inot crisis, learn verbal de-escalation techniques, and practice techniques to provide for student safety and security.</p> <p>Staff Responsible for Monitoring: Campus Administration, Special Education Teachers/Paras</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 SpEd Allotment - \$526.32</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 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: Increased learning time in classroom with less disruptions in class.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p> <p>Funding Sources: - 289 Title IV, Part A - \$2,875</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will attend Reading Academies required by TEA to improve the foundations of reading and provide learning and growth of teachers based on the science of teaching reading. All K-3 teachers are required to complete the HB3 Reading Academies.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a wealth of knowledge to help with instructional practices for reading.</p> <p>Staff Responsible for Monitoring: Campus Admin District Director of C&I</p> <p>Funding Sources: - 199 Early Education Allotment - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Math and Reading Teachers will attend summer professional development on implementation of the new curriculums (Eureka and Amplify)</p> <p>Strategy's Expected Result/Impact: Increased student achievement in reading and math.</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 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 211 Title I 1003 School Improvement Grant - \$1,500, - 270 RLIS Title V Part B - \$700</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: School Counselor will attend 3rd Annual Self-Care Retreat that supports work in the four service delivery components: Guidance Curriculum, Responsive Services, Individual Planning and System Support</p> <p>Strategy's Expected Result/Impact: The conference is aligned with the Texas Model for Comprehensive School Counseling Programs</p> <p>Staff Responsible for Monitoring: School Counselor</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 - \$60</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: New Teachers will attend professional development on classroom management strategies to aide in developing rules, procedures and routines to increase instructional time by limiting classroom interruptions.</p> <p>Strategy's Expected Result/Impact: Increase classroom instruction time</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Specialist</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 Basic Educational Services - \$375</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: New Special Education teacher will attend Standards-Based Individualized Educaiton Program Process Training for Teachers to provide strategies so studnets with disabilities are actively involved and progress within the general curriculum and on state assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for students with disabilities</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</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 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 - \$377</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





Strategy 6 Details	Reviews			
<p>Strategy 6: Students who are referred for Gifted and 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 Tools to determine gifted/talented</p> <p>Staff Responsible for Monitoring: GT coordinator</p> <p>Funding Sources: - 199 Gifted and Talented - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 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, 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</p> <p>Funding Sources: - 270 RLIS Title V Part B, - 199 SpEd Allotment - \$16,956, - 282 ESSER III - \$65,000, - 279 TCLAS - \$68,000, - 199 Dyslexic Allotment - \$3,225</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 - 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 - \$2,164.50, - 282 ESSER III - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: 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 - \$1,454</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Routers will be purchased and installed on 10 school buses to allow internet access to students. 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 - \$2,052</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase replacement IPADs and covers for special education students and teachers to facilitate learning in the classroom and allow teachers to document their observations.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement</p> <p>Staff Responsible for Monitoring: SPED teachers, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 SpEd Allotment - \$1,636.50, - 199 SpEd Allotment - \$29.85</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase iPads to use during our campus dismissals to ensure the safety and security of all students on campus. With the iPads staff and administrators have the ability to keep an accurate record of every student, notify emergency personnel and alert parents when their students are safely dismissed from school.</p> <p>Strategy's Expected Result/Impact: 100% accountability for every student during dismissals. Staff, Administrators and Parents will know how every student was dismissed from school by either car, bus or afterschool care.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Funding Sources: - 289 Title IV, Part A - \$5,582.50</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: Studnets will have clear communication of expectations for their required activities 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
Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase ink cartridges for special education teachers to print ARD/IEP paperwork for students/parents.</p> <p>Strategy's Expected Result/Impact: Current ARD/IEP data for all special education students.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p> <p>Funding Sources: - 199 SpEd Allotment - \$390.40</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 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 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: 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
Strategy 5 Details	Reviews			
<p>Strategy 5: 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>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Basic Educational Services - \$45</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 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 - \$511</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue





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.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will host family nights (Math, Reading, STAAR) 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 Administration, Parent Liason</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I Part A Funds - \$1,120</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 Liason</p> <p>Title I: 4.2 Funding Sources: - 211 Title I Part A Funds - \$175</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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.

Strategy 1 Details	Reviews			
Strategy 1: Purchase a weatherproof sign to inform parents of upcoming events and functions on campus. Strategy's Expected Result/Impact: Increase in parental involvement and student attendance Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Basic Educational Services - \$325	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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 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> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Bilingual Allotment - \$491</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 - \$1,550</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 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 Gifted and Talented - \$1,300</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 - \$2,861</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) - \$1,178</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 - \$14.74</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 - \$500</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</p> <p>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 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Gifted and Talented students will tour the San Antonio Botanical Gardens where they will learn the importance of plants and water which they will take back to campus to start and maintain their own gardens. Strategy's Expected Result/Impact: Students will learn the importance of plants and water to help aide in thier building of their own gardens on campus. Staff Responsible for Monitoring: Campus Admin, GT facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Gifted and Talented - \$202</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Purchase supplies and organizational materials for administration, counselor, office, and team collaboration room.</p> <p>Strategy's Expected Result/Impact: Organized and Efficient Staff Responsible for Monitoring: Campus Admimistration</p> <p>Funding Sources: - 199 Basic Educational Services - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 16 Details	Reviews			
<p>Strategy 16: Purchase classroom furniture to replace outdated broken desks, chairs, bulletin boards and tables and outfit classrooms with usable furniture to keep up with the campuses growing enrollement.</p> <p>Strategy's Expected Result/Impact: Adequate furniture will be provided to students in classrooms to allow for more learning during instructional time.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Funding Sources: - 199 Basic Educational Services - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Travel milage reimbursement for transporting student to Regional Day School for the Deaf.</p> <p>Strategy's Expected Result/Impact: Milage reimbursement</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 SpEd Allotment - \$5,500</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 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 - \$11,500</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 - \$407</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> <p>Funding Sources: - 199 SpEd Allotment - \$15</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Supplies/Equipment purchased for PE/Recess times to aide in the health and safety of all students. Strategy's Expected Result/Impact: Increase in student performance levels on the state FITNESSGRAM Staff Responsible for Monitoring: Campus Administration, Teachers, Paras</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 289 Title IV, Part A - \$944</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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. Strategy's Expected Result/Impact: School-wide mental health training to improve conditions for student learning Staff Responsible for Monitoring: Campus Admin</p> <p>Funding Sources: - 289 Title IV, Part A - \$625</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>				

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Kelly Murray	Principal
Classroom Teacher	Carrie Brown	Classroom Teacher
Classroom Teacher	Veronica Garcia	Classroom Teacher
Classroom Teacher	Michelle Nolasco	SpEd Teacher
Classroom Teacher	Karleen Olle	Classroom Teacher
Administrator	Joseph Grote	Assistant Principal
Classroom Teacher	Serena Perez	Dyslexia Teacher
Classroom Teacher	Kathy Wagner	SPED Teacher
Non-classroom Professional	Jozelle Guerra	Counselor
Administrator	Stacy Smith	Instructional Specialist
Non-classroom Professional	Mary Vrana	Nurse

Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$860.76
1	1	14			\$620.00
1	2	1			\$2,000.00
1	2	4			\$1,800.00
1	2	11			\$60.00
1	2	12			\$375.00
1	3	2			\$377.00
1	5	4			\$190.00
1	5	4	ribbons and medals		\$125.00
1	5	5			\$45.00
1	6	1			\$511.00
3	1	1			\$325.00
3	2	11			\$500.00
3	2	12			\$435.00
3	2	13			\$4,000.00
3	2	15			\$1,200.00
3	2	16			\$20,000.00
Sub-Total					\$33,423.76
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					-\$13,423.76
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$325.00
1	1	11			\$300.00
1	1	17			\$1,320.00
1	2	5			\$500.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$2,164.50
1	4	3			\$1,454.00
2	1	1			\$1,120.00
2	1	2			\$175.00
2	2	1			\$869.00
3	2	2			\$1,550.00
3	2	3			\$550.00
3	2	5			\$2,861.00
3	2	7			\$1,220.00
3	2	8			\$625.00
3	3	3		Co-Op Fee	\$407.00
Sub-Total					\$15,440.50
Budgeted Fund Source Amount					\$66,982.00
+/- Difference					\$51,541.50
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$7,250.00
1	1	5			\$1,100.00
1	3	4			\$1,500.00
3	2	1			\$491.00
Sub-Total					\$10,341.00
Budgeted Fund Source Amount					\$2,600.00
+/- Difference					-\$7,741.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		768.54	\$0.00
1	1	7			\$100.00
1	1	12			\$8,134.00
1	1	18			\$534.25
1	2	2			\$500.00

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$500.00
1	2	6			\$600.00
1	2	7			\$526.32
1	3	3			\$1,000.00
1	4	1			\$16,956.00
1	4	5			\$1,636.50
1	4	5			\$29.85
1	4	8			\$390.40
3	2	9			\$14.74
3	2	17			\$5,500.00
3	3	5			\$15.00
Sub-Total					\$36,437.06
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$35,437.06
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	6			\$1,178.00
Sub-Total					\$1,178.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$178.00
206 TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$300.00
Sub-Total					\$300.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$200.00
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$1,500.00
Sub-Total					\$1,500.00

211 Title I 1003 School Improvement Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,568.00
+/- Difference					\$68.00

255 Title II Part A-TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,300.00
+/- Difference					\$2,300.00

263 Title III Part A LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$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	2	10			\$700.00
1	4	1			\$0.00
Sub-Total					\$700.00
Budgeted Fund Source Amount					\$19,268.00
+/- Difference					\$18,568.00

289 Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$2,875.00
1	4	6			\$5,582.50
1	4	7			\$400.00
3	3	4			\$60.00
3	3	4			\$360.00
3	3	6			\$944.00

289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	7			\$625.00
Sub-Total					\$10,846.50
Budgeted Fund Source Amount					\$375.00
+/- Difference					-\$10,471.50
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$7,000.00
1	1	8			\$37,705.00
1	1	15			\$2,010.75
1	1	16			\$3,830.00
Sub-Total					\$50,545.75
Budgeted Fund Source Amount					\$57,022.00
+/- Difference					\$6,476.25
199 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$74,450.00
1	1	9			\$17,000.00
1	2	9			\$6,000.00
Sub-Total					\$97,450.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					-\$89,950.00
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$579.78
1	2	2			\$2,000.00
1	2	6			\$300.00
1	3	3			\$1,000.00
1	4	1			\$3,225.00
Sub-Total					\$7,104.78
Budgeted Fund Source Amount					\$1,000.00

199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					-\$6,104.78
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	10			\$8,000.00
1	3	1			\$9,000.00
1	4	1			\$65,000.00
1	4	2			\$1,200.00
1	4	4			\$2,052.00
3	3	2			\$11,500.00
Sub-Total					\$96,752.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$86,752.00

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	3	6			\$1,000.00
3	2	4			\$1,300.00
3	2	14			\$202.00
Sub-Total					\$2,502.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$502.00

279 TCLAS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$10,000.00
1	4	1			\$68,000.00
Sub-Total					\$78,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$68,000.00
Grand Total Budgeted					\$244,815.00
Grand Total Spent					\$450,071.35
+/- Difference					-\$205,256.35