Dallas Independent School District

167 Kleberg Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster
Mission Statement

Kleberg is a safe and nurturing School of Innovation that implements unique learning experiences through AVID, STEAM (Science, Technology, Engineering, Art, & Mathematics), and Social Emotional Learning (SEL). Through this environment, our students will be successful in secondary schools, college, career, military, and beyond.

Vision

Kleberg unites with all stakeholders to provide innovative learning experiences and high-quality instruction to personalize the academic, social, emotional, physical, and ethical potential of all students.

Value Statement

Kids First, Kids Second, Kids Always
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- **Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.
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Title I Personnel

Site-Based Decision Making Committee

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Comprehensive Needs Assessment

Revised/Approved: May 7, 2021

Demographics

Demographics Summary

Pre-Kindergarten (PK3)-5th Grade: (18.8% AA, 72.4% H, 5.5% W, .1% AI, 0% H, 3% Multi-Race)

51.5% Male & 48.5% Female

54.4% EL (385 Students)

17.7% TAG (125 Students)

14.1% SPED (100 Students)

89.1% ECO DIS (630 Students)

Current PK3-5 Enrollment PowerSchool: 707

Demographics Strengths

The campus provides support for students at-risk through tutoring, enrichment activities, support programs, Social Emotional Learning (SEL) strategies, Zoom with the Principal, parent involvement activities and events, from Meet the Teacher Night, Parent Conference Nights, Award Ceremonies, summer programs, STEAM Family Nights, and PTA events.

- The campus is part of the district's Dual Language program. In the 2-Way Dual Language program classroom, instruction is provided in Spanish and English. Students also learn and grow by interacting with their peers whose first language is Spanish and/or English.
- 55% of the teachers have more than 6 years of experience. The teacher ethnicity is proportionate to the student ethnicity in AA and W. The teacher ethnicity serving our EL is proportionate to the Hispanic Group identified as EL.
- Staff is trained in Cultural Tolerance & Racial Equity.
- Celebration of cultures (Hispanic Heritage Month, Black History Month, Chinese New Year, Cinco de Mayo, etc.)

Problem Statements Identifying Demographics Needs
Problem Statement 1 (Prioritized): Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).

Problem Statement 2 (Prioritized): Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.
Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Data sources reviewed by the campus are the following:

Benchmark Assessment Skills (BAS), MAPS, 2021 Optional Skills Assessment, STAAR (2019-2020), TELPAS (2019-2020), TxKEA, All in Learning (AIL), DAN, Progress Monitoring data & teacher created assessments

- Enrichment and Tutoring attendance logs
- LPAC & Dual Language rosters
- Lesson Plans with Researched Based strategies and activities
- Grade Level meeting notes
- PLC agendas and meeting notes
- MTSS documentation and planning
- Classroom Observations/walk-throughs and student/teacher engagement
- Parent Involvement Opportunities (Virtual Opportunities due to COVID Pandemic)

2020-2021 Benchmark Assessment Skills (BAS) K-2 MOY Data % of Students on Grade Level

- Kindergarten- 21% of the students are on Grade Level
- 1st Grade- 22% of the students are on Grade Level
- 2nd Grade- 21% of the students are on Grade Level

Our campus earned a "B" Rating with the State's Accountability Rating system. Our 2019 TEA Accountability Report indicates that we Met Standard with obtaining 82 out of 100 points (Student Achievement 76 out of 100; School Progress 85 out of 100; Closing the Gaps 73 out of 100). We earned a Distinction for Academic Achievement in English Language Arts/Reading and Post Secondary Readiness.

2019 STAAR Data

<table>
<thead>
<tr>
<th>Content</th>
<th>Approaches Percent</th>
<th>Meets Percent</th>
<th>Masters Percent</th>
<th>Domain I</th>
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<td>Writing</td>
<td>70%</td>
<td>52%</td>
<td>11%</td>
<td>44</td>
</tr>
</tbody>
</table>
Student Learning Strengths

- 2021 3rd-5th Grade Optional Skills Assessment Data indicates that 61% of our 5th Graders passed the Math Optional Skills Assessment which was above the District’s average 54%.
- 2021 3rd-5th Grade Optional Skills Assessment Data indicates that 75% of our 5th Graders passed the Science Optional Skills Assessment which was above the District’s average 70%.
- TxKEA Math MOY data indicates that 71% of our Kindergarten students are on track to meeting their goals and the data is above the District’s average 53%.
- The campus is data driven in modifying and adjusting instruction, PLC’s, assessment, and programming. Bi-weekly Look Back Data meetings offer continuous monitoring of student progress or difficulties.
- The campus provides instructional coaches and an instructional lead teacher to help guide and support teachers in identifying and addressing student needs.
- Pear Deck & Classkick software have made a difference in 2nd-5th grade progress monitoring and student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): BAS MOY data indicates that only 21% of our Kindergarten-2nd graders have met their grade level goal and the Optional Skills Assessment (OSA) indicates that only 45% of our 3rd-5th graders are meeting goals in math, reading, & writing. **Root Cause:** Improvements need to be made in the instructional organization, planning, execution, and delivery of grade level TEKS across the contents. Teachers need to be provided with additional resources and professional development to be better prepared to improve reading fluency, phonemic awareness, comprehension, problem-solving, vocabulary development, and writing foundations.

Problem Statement 2 (Prioritized): Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

Problem Statement 3 (Prioritized): Staff require additional professional development and planning to support instructional gaps of students. **Root Cause:** Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands-on/manipulative based learning. Teachers have not become proficient in this area.

Problem Statement 4 (Prioritized): Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause:** Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

Problem Statement 5 (Prioritized): Based on classroom observations and lesson planning, data driven instruction is not consistently being implemented in PK-5 classrooms. **Root Cause:** During the sense-making process of Data Driven Instruction, teachers are struggling with understanding the data to identify next steps in addressing students' needs. Students are not receiving targeted instruction to assist them with mastering and/or reaching their academic goals.

Problem Statement 6 (Prioritized): Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication. **Root Cause:** The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.
School Processes & Programs

School Processes & Programs Summary

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These resources are aligned with the materials and resources available for a given course of study. These are aligned with the TEKS and State standards, incorporating instruction and assessment processes.

Data sources that were reviewed:

Standards based curriculum resources and materials

- Curriculum Maps, Instructional Planning Calendars (IPC), and other focus documents
- Technology Instructional design and delivery - high yield strategies Collaborative horizontal and vertical team alignment
- Differentiated instructional strategies and processes Common Assessments (Campus & District Made)
- Individual grade level, teacher, content, school, and special program schedules Testing schedules
- 504/Spec Ed/Dyslexia data
- STAAR, MTSS, schedules, Campus Instructional Coach & Instructional Lead Teacher, Special Education, TAG/GT, Dyslexia schedules
- PLC schedules, agendas, planning Tutoring, MTSS, and interventions
- TxKEA, TELPAS, MAPS, STAAR, Circle, & BAS
- Lead4ward Resources

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

As a campus we reviewed the following data sources:

- Classroom Technology
- Technology plan (On-Campus & Remote Learners)
- Technology Inventory (CMS)
- Technology professional development
- Campus Computer lab schedule and usage

Staff quality, recruitment, and retention refers to the school organization's level of high quality, and highly effective staff, particularly in high poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

As a campus we reviewed the following:

- Teacher certification and qualification data
- Paraprofessional and other staff qualifications
- Staff effectiveness in relation to student achievement
- Information staff mobility/stability
- Special program qualifications (AVID & STEAM)
School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

As SBDM and Title I Review Committee, we have reviewed the following data sources:

- School structure, make-up, teaming, etc.
- Decision making processes
- Master scheduling
- Leadership: formal and informal
- Support structures: mentor teachers and professional colleagues
- Duty rosters
- Student support services and schedules
- School map and physical environment
- Program support services; extracurricular, after school, enrichment, etc.
- Communication
- Grade Level/LF, Look Back, AVID, Leadership, & PLC agendas & minutes
- SST Process/ 504/Dyslexia/MTSS referrals
- Summer programs and Summer PD/PLC opportunities

Kleberg Elementary will continue implementing components of AVID & STEAM. We will have three priorities that we are focusing on that will guide our programs and processes. The three priorities are:

- **Increase Student Achievement through AVID, SEL, and STEAM instruction**
- **Professional Development & Implementation of Best Practices (AVID, SEL, & STEAM)**
- **Increase Student Achievement through Blended Learning & Extended School Day Enrichment Clubs and Competitive Teams for all students**

Some components will include:

Emerging all students in AVID and WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) strategies.

- Emerging all students in weekly Computer Science lessons through their Science Instructional Periods.
- Emerging all students in WICOR Wednesday and FUN Friday (SEL) activities.
- Integrating technology and Blended Learning in all Core Content.
- Integrating Makerspace into our Art & GT Curriculum.
School Processes & Programs Strengths

Professional Development & Recruitment Strengths

On January 21, 2021, teachers and participants of our Title I Campus Needs Assessment meeting had the opportunity to participate in a Campus Needs discussion and survey. Some of our PD and Recruitment strengths are:

- Utilizing Pear Deck as a professional development platform to engage participants
- Education Galaxy PD led by teachers
- Bi-weekly Look Back Meetings
- PD that provides opportunity for Lesson Planning
- TEI PDs led by Principal
- Collaborating with staff to fill campus vacancies
- Providing promotion opportunities for staff

Curriculum, Instruction, & Assessment Strengths

As a campus we offer a variety of researched based instructional strategies and activities to meet the varied learning styles of students across all content areas of the curriculum.

Our school curriculum, instruction, & assessment strengths are:

- Student engagement has increased with utilizing interactive digital platforms
- Breakout rooms in Zoom have increased collaboration and student engagement
- There is administrative & CIC support
- Opportunities for professional growth
- Researched based curriculum in all areas including, but not limited to, paper/pencil
- A variety of project learning opportunities and differentiated instructional practices
- A variety of manipulatives/materials and resources for academic and enrichment programs
- TEKS aligned lesson plans with Instructional Planning Calendars (IPCs)
- All in Learning (AIL) & Dallas Assessment Navigator (DAN)
- Lead4ward & HMH Resources
- District created lesson plans & PowerPoints
- Feedback for Learning with digital tools for on-campus & remote students

The use of All in Learning, Dallas Assessment Navigator, Education Galaxy, Imagine Learning, STEMscopes, and math/reading/science/writing student workbooks (Go Math & Motivation/Mentoring Minds) are strengths at Kleberg. Co-teaching opportunities & modeling best practices is a strength in improving student achievement. Some of our other strengths in achievement data are:

- 2021 3rd-5th Grade Optional Skills Assessment Data indicates that 61% of our 5th Graders passed the Math Optional Skills Assessment which was above the District’s average 54%.
- 2021 3rd-5th Grade Optional Skills Assessment Data indicates that 75% of our 5th Graders passed the Science Optional Skills Assessment which was above the District’s average 70%.
• TxKEA Math MOY data indicates that 71% of our Kindergarten students are on track to meeting their goals and the data is above the District’s average 53%.

School Context & Organization Strength

Our school context and organization strengths are:

• Two Assistant Principals, two Campus Instructional Coaches, two Counselors, & Instructional Lead Teachers
• Enrichment Opportunities for all students embedded during the day and after-school
• Competitive Team Involvement & Success (DI Teams)
• Distributed Leadership
• Progress notes for all students
• Electronic Google Calendar & School Messenger Requests
• Weekly Staff Newsletter (AVID, TECH, Best Practices, & Climate/Culture Building)
• HALL Behavior Expectations
• Threshold Entry Greetings & Routines
• Student Broadcasting

As a campus and district, we possess a strong work ethic working in teams and PLCs:

• Our staff is student focused, and culturally responsive, with high expectations and standards for all students, teachers, and staff. There is a sense of open communication between students, teachers, staff, and administration.
• Teachers and staff do whatever it takes to make students feel accomplished and successful.
• The staff themselves, serve as professional colleagues and mentors, to one another, and potential teacher candidates through university partnerships and internships.
• The staff has received and continues to receive professional development in brain-based learning, theories of Bambrick and Teaching Trust, AVID, and STEAM Innovation.
• The staff participates in team building activities and works together as STEAM House team members.

As SBDM and Title I Review Committee, we have identified the following strengths:

• The administrative team includes the counselors and other campus staff in addressing staff, student, parent, and community needs
• Administration is organized and structured in all areas of campus planning; master and specials schedules, duty schedules, rosters, lunch, Counseling, and other various schedule needs i.e. Early Release, special programming, performance, etc.
• New teachers have mentor teachers or professional colleagues as well as grade level/department support
• Instructional Lead Teachers, campus Instructional Coaches, and administration work collaboratively with Grade level Chair’s to identify, discuss, plan, and address student/teacher/campus academic needs
• Enrichment programs allow for students to discover and display talents i.e. technology, AVID, Art, chess, STEAM, etc..

Technology Strengths
As a campus we have identified the following strengths in the area of technology:

- One-one(1:1) student devices
- Every classroom is equipped with a projector and screen or interactive digital classroom, has the use of a document camera, and a teacher computer.
- We currently have 2 campus computer labs.
- We currently have extra Chromebooks & iPads for classrooms.
- Teachers use applications like Class Dojo, Google Classroom, Pear Deck, & Remind to communicate with parents and students
- We currently support several web-based instructional programs such as, Education Galaxy, Imagine Learning, STEMscopes, and various library research and reference materials
- STEAM Innovation & resources (robotics, computer science, 3D printers, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on bi-weekly Wednesday PLCs time constraints and feedback from staff, there is a need for additional time for planning, data analysis, and PLC collaboration to improve student achievement and teacher effectiveness in data driven instruction. **Root Cause:** 45 minute Planning Periods do not provide enough time for planning, data analysis, and PLC collaboration. 45 minute Planning Periods limit the Leadership Team's time to collaborate, provide feedback, and conduct PLCs.

Problem Statement 2: Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, PD, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing MTSS to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on individual student growth targets and Meets/Masters goals.

Problem Statement 3 (Prioritized): Staff require additional professional development and planning to support instructional gaps of students. **Root Cause:** Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands-on/manipulative based learning. Teachers have not become proficient in this area.

Problem Statement 4 (Prioritized): Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause:** Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

Problem Statement 5 (Prioritized): Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. **Root Cause:** PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.
**Perceptions**

**Perceptions Summary**

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

We maintain a positive campus culture for all stakeholders through supportive relationships, academic goal setting, and enrichment opportunities. We focus on College Career Readiness/Promotions, Competitions, Discipline Management, Enrichment, Incentives, Virtual Parent Engagement, SEL & Restorative Practices. We reinforce an unified system that implements Restorative Practices (PK-5), increases motivation, and encourages and challenges students to meet their full educational potential. We implement research based social, emotional, and behavioral strategies to address discipline and unruly students to improve the learning environment by increasing time on task.

- Data sources reviewed are surveys and questionnaires, classroom and school walkthrough data and parent conferences, meetings, and academic nights and activities.
- As a campus we reviewed the following: Conference logs
- District and campus safety plans
- Custodial work schedules and assignments Grade level meeting notes
- PTA meeting agendas and logs Parent visitation logs
- Enrichment presentations (Learning Partners, campus led presentations, etc.) Communication log
- Team building data
- STEAM HOUSE points participation

**Community/Parent Involvement & Communication**

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

As a campus we reviewed the following data sources:

- Family and community participation in school-wide/district activities and events such as cultural arts, academic nights, parent sessions, awards ceremonies, book fairs, and specific grade level meetings to inform parents of academic expectations.
- Parent/teacher activity evaluations and surveys
- Parent/community partnership data
- Mobility/stability of student population
- Demographic data Community service agents and support services
- PTA agenda/sign-ins
- Child Nutrition data - 100% free lunch and breakfast and snacks with after school enrichment/tutoring programs

On February 25, 2021, staff was given the opportunity to complete the Title I Campus Needs Assessment Survey. Some of our communication strengths are:

- Class Dojo
- Seesaw
We use effective, timely, and multiple forms of communication with all parents regarding student expectations, progress and/or concerns every week during the school year (i.e. daily academic/behavior folder and Class Dojo). Communication materials may include, but are not limited to, student progress reports, weekly newsletters with information on homework, current class activities, community or school projects, and virtual field trips. Our communication methods take into account different languages spoken at home and the accessibility of the information (i.e. paper vs. email).

We host Academic Nights, PTA Meetings/Events, Parent Workshops, SBDM, Title I, & other Outreach Efforts to engage our parents. Parents volunteer on our campus (when protocols allow) and have opportunities to further their learning through Adult Education classes. We also coordinate services through HIPPY, Dallas Public Library, Kleberg-Rylie Recreation Center, Youth & Family, and other organizations.

Perceptions Strengths

**Perception Strengths**

- As a campus community there is a strong sense of security, a feeling of safety, good visitor procedures, and a student centered focused environment.
- The campus offers various enrichment activities such as, but not limited to; AVID, art, chess, Destination Imagination, robotics, and various STEAM clubs.
- The counselors, nurse, and front office staff work together to support families with programs such as Toys for Tots, Food Drives/Baskets, school supplies, clothing, utilities/rent/housing assistance, Youth & Family, Metrocare, and emergency assistance.
- The campus participates in the CATCH/Go Play 60 program for healthy learning and lifestyles, and coordinates activities through PE.
- Partnerships with PTA, local agencies, and businesses have provided for incentives such as basketballs for attendance, staff and student incentives, and school supplies.
- Most staff participate in grant writing and donation outreach efforts to acquire incentives, resources, and materials.

Climate & Culture Strengths

Some of our Climate & Culture Strengths are:

- Sunshine Committee (Increased membership and activities hosted by the committee.)
- Student Broadcasting
- Staff/Student Birthdays and other information
- Weekly Shout-Outs in Staff Newsletter
- Student of the Month Recognition with PTA Support
- Two Counselors with increased SEL Support
- Multicultural Committee (Decorations, events, and informational news shared through Announcements)
- Beautification Committee (Decorations & theme-related concepts)
- STEAM House Point System & Staff/Student Incentives

Community/Parent Involvement & Communication Strengths

Some of our strengths are:

- We have multiple platforms we can use to communicate with parents (ClassDojo, Google Classroom, phone, Skype, MS Teams, & Zoom). We provide options for the parents.
- Utilizing School Messenger to increase parent awareness and involvement (English & Spanish) Electronic Communication through *Class Dojo*, email, text messaging,
Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff feedback/surveys reveals a need to establish consistent electronic communication between home and school. **Root Cause:** Student information and parent contact information (phone numbers, emails, etc.) are not consistently accurate/updated in PowerSchool; which also causes syncing problems with School Messenger. Another factor is connectivity.

**Problem Statement 2:** Data indicates a need to continue alignment with District Goals/Priorities by expanding our career and college connections and for increased student engagement opportunities in extracurricular and curricular activities. **Root Cause:** Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We need to upgrade the system we have in place and the resources to expose students to a multitude of college and career pathways.

**Problem Statement 3:** Staff feedback indicates a need to support parents, staff, and students with coping with the social-emotional effects of the pandemic and asynchronous/synchronous learning environments. **Root Cause:** Parents, staff, and students feel overwhelmed with asynchronous/synchronous learning environments. Staff indicate that social-emotional effects of the pandemic, learning environments, workload, and other extenuating circumstances have left them mentally and physically stressed this year.
Priority Problem Statements

**Problem Statement 1**: Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary.

**Root Cause 1**: Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

**Problem Statement 1 Areas**: Demographics - Student Learning

**Problem Statement 2**: Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math.

**Root Cause 2**: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: Staff require additional professional development and planning to support instructional gaps of students.

**Root Cause 3**: Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands- on/manipulative based learning. Teachers have not become proficient in this area.

**Problem Statement 3 Areas**: Student Learning - School Processes & Programs

**Problem Statement 4**: Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade.

**Root Cause 4**: Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

**Problem Statement 4 Areas**: Student Learning - School Processes & Programs

**Problem Statement 5**: BAS MOY data indicates that only 21% of our Kindergarten-2nd graders have met their grade level goal and the Optional Skills Assessment (OSA) indicates that only 45% of our 3rd-5th graders are meeting goals in math, reading, & writing.

**Root Cause 5**: Improvements need to be made in the instructional organization, planning, execution, and delivery of grade level TEKS across the contents. Teachers need to be provided with additional resources and professional development to be better prepared to improve reading fluency, phonemic awareness, comprehension, problem-solving, vocabulary development, and writing foundations.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: Based on classroom observations and lesson planning, data driven instruction is not consistently being implemented in PK-5 classrooms.
Root Cause 6: During the sense-making process of Data Driven Instruction, teachers are struggling with understanding the data to identify next steps in addressing students' needs. Students are not receiving targeted instruction to assist them with mastering and/or reaching their academic goals.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication.

Root Cause 7: The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Based on bi-weekly Wednesday PLCs time constraints and feedback from staff, there is a need for additional time for planning, data analysis, and PLC collaboration to improve student achievement and teacher effectiveness in data driven instruction.

Root Cause 8: 45 minute Planning Periods do not provide enough time for planning, data analysis, and PLC collaboration. 45 minute Planning Periods limit the Leadership Team's time to collaborate, provide feedback, and conduct PLCs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms.

Root Cause 9: PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.

Problem Statement 9 Areas: School Processes & Programs
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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
• Male / Female performance, progress, and participation data
• Special education/non-special education population including discipline, progress and participation data
• At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
• EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
• STEM/STEAM data
• Section 504 data
• Gifted and talented data
• Dyslexia Data
• Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

• Attendance data
• Discipline records
• Student surveys and/or other feedback
• Class size averages by grade and subject
• 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
• Evaluation(s) of professional development implementation and impact
• Equity 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**

Revised/Approved: June 1, 2021

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

**Performance Objective 1:** Student achievement on state assessments in all subjects in Domain 1 will increase from 47 percent to 53 percent by June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reports; MAPs Reports; CA Data; 3rd-5th Grade STAAR Reading & Math; 4th Grade STAAR Writing; 5th Grade STAAR Science

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Curriculum &amp; Instruction</td>
<td>Formative</td>
</tr>
<tr>
<td>We will utilize the TEI Rubric for classroom observations, provide coaching/PD/support for instructional alignment, and use the following guided questions during lesson planning, PLCs, and classroom observations: Lesson Plan: What independent student tasks have teacher exemplars created prior to instruction? Is the exemplar available and linked to the lesson plan? Is the DOL aligned to the LO in the lesson plan? Does the DOL have a clear measurability component to measure student growth or mastery? Is the DOL appropriate to the mode of instruction? Teacher Exemplar: How is the teacher exemplar being used during instruction? Posted Demonstration of Learning (DOL): Is the DOL aligned to the posted learning objective in the classroom? Does it have a written measurability component to measure student growth or mastery? Lesson planning and classroom implementation will focus on specific strategies associated with Bambrick's Get Better Faster Model. The strategies are differentiated based on content and/or grade level needs:</td>
<td>Nov</td>
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<tr>
<td>* 3rd-5th Grade Math: Internalize existing lesson plans &amp; rehearse key parts of the lesson, including the &quot;I Do/We Do Parallel Model portion of the lesson&quot; and using the teacher exemplar. Write the Exemplar &amp; Implement the Exemplar: Set the bar for excellence by scripting out the ideal written responses we want students to produce during independent practice. PK-2nd Grade: Write precise learning objectives that are aligned to the curriculum. Design DOL/Exit Ticket aligned to the Learning Objective, has a written measurability component that measures student growth or mastery, and is appropriate to the mode of instruction. 3rd-5th Grade Reading and Writing: Teachers ensure mastery of learning objective appropriate to standards for subject and grade through: Polling the room and targeting the error Modeling for the students how to think/solve/write Giving students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model Model the thinking, not just a procedure. Narrow the focus to the thinking students are struggling with. Model</td>
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replicable thinking steps that students can follow. Model how to activate one's own content knowledge and skills that have been learned in previous lessons
* Asking HOTS questions and allowing opportunities for written open ended responses with teacher feedback
1. Use the backwards design to create lesson plans and rehearse key parts prior to delivering the lesson

- Reflect on the lesson to internalize the implementation
2. Write precise lesson objectives.
- Align objectives to curriculum
3. Design Exit Ticket Aligned to the Objective

**Strategy's Expected Result/Impact:** Data collected from lesson plan review, Look Forward & Look Back meetings, PLCs, and classroom observations will indicate that all components of the lesson cycle are proficient as measured by TEI Rubric.

An increase in Meets and Masters and/or students achieving at or above grade level will be evident from campus, District, and State progress monitoring (PK-5).

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coaches, ILT, CILT, All Teachers, Grade Level/PLC Chairs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF

**Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 5

**Funding Sources:** Licenses (Education Galaxy, Classkick, AIL, Imagine Math), batteries, projectors, projector light bulbs, headphones/listening devices, microphones/audio devices, and other assistive technology items, manipulatives, supplemental aids, folders, office supplies, dry erase boards & markers, privacy partitions, pencils, erasers, measurement tools, patty paper, copy paper, cardstock, general supplies and other materials/resources for collaborative stations, supplemental resources for Reading, Writing, Science, Technology, Engineering, Art, and Mathematics. - 211 - Title I, Part A - $12,830, Licenses (Education Galaxy, Classkick, AIL, Imagine Math), batteries, projectors, projector light bulbs, headphones/listening devices, microphones/audio devices, and other assistive technology items, manipulatives, supplemental aids, folders, office supplies, dry erase boards & markers, privacy partitions, pencils, erasers, measurement tools, patty paper, copy paper, cardstock, general supplies and other materials/resources for collaborative stations, supplemental resources for Reading, Writing, Science, Technology, Engineering, Art, and Mathematics. - 199 - General Operating - $15,000

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<th>Strategy 2 Details</th>
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<td><strong>Strategy 2: PD &amp; CIC Support</strong></td>
<td>Formative</td>
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We will allocate money to have two instructional coaches to provide coaching/PD/support for curriculum alignment,
lesson planning, data analysis, data driven instruction (DDI), classroom instructional practices, provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.

In addition to our ongoing coaching/PD/support, we will have a plan that includes distributive leadership, a peer-to-peer classroom observation calendar, and differentiated targeted focus on:

**PK-2 Reading/Math:**
- Utilizing Highest Leverage TEKS in small group instruction
- Small group reading and phonics instruction that will also include a targeted focus on:
- Teacher Data Binders will reflect weekly data and growth progression by TEKS, as well as parent communication, documentation and MTSS data points as needed
- Planning & preparation for small group math instruction

**3-5 Math:**
Teachers will focus on specific problem-solving strategies that utilizes the math instructional technique (concrete, pictorial, abstract), Problem Solving Think Aloud, and W, W, IWTK (Who, What, I Want to Know), and CUBES.

**3-5 Reading:**
- Teachers will identify non-readers and focus their small group time doing guided reading, which will target fluency and comprehension.
- Thinking Jobs & revising/editing

**Strategy’s Expected Result/Impact:** An increase in Meets and Masters and/or students achieving at or above grade level will be evident from campus, District, and State progress monitoring (PK-5).

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Instructional Coaches, ILT, & CILT

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 3

**Funding Sources:** Supplemental pay for PD, general resources and supplies for PD (lamination, printer ink, copy paper, pens/pencils/markers/highlighters, anchor charts, post-it notes, index cards, resources/manipulatives for small group reading, phonics, & math instruction, paper, construction paper, crayons, manipulatives, sticky notes, tape, binder clips, dry erase boards, dry erase markers, incentives, chairs/tables for PD, etc.) - 211 - Title I, Part A - $8,055, Two Campus Instructional Coaches (Instructional Coaches' Salary) - 211 - Title I, Part A - $169,493, Supplemental pay for PD, general resources and supplies for PD (lamination, printer ink, copy paper, pens/pencils/markers/highlighters, anchor charts, post-it notes, index cards, resources/manipulatives for small group reading, phonics, & math instruction, paper, construction paper, crayons, manipulatives, sticky notes, tape, binder clips, dry erase boards, dry erase markers, incentives, chairs/tables for PD, etc.) - 199 - General Operating - $3,000

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<th>Nov</th>
<th>Jan</th>
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<th>June</th>
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<tr>
<td>Strategy 3 Details</td>
<td>Reviews</td>
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<tr>
<td><strong>Strategy 3: DDI</strong></td>
<td>Formative</td>
<td>Summative</td>
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<tr>
<td>We are going to implement campus-wide improvement in Data-Driven instruction that includes on-going support for staff and MTSS to improve student achievement (i.e. supplemental pay, resources, tutoring, and enrichment opportunities). We will have a specific DDI focus for grade levels and/or content areas:</td>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
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<tr>
<td>PK-2 Math/Reading: PK-2 (math and reading) that are aligned to 3 phases of an on-going cycle of teaching and learning:</td>
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<tr>
<td>1. Assess: set the road map of rigor</td>
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<tr>
<td>a. The K-2 formative assessments will be created by a team of staff members (APs, CICs, CILT, &amp; Content Teacher Leaders).</td>
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<td>2. Analyze (See It, Name It): identify the gaps in student understanding</td>
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<td>3. Act (Do It): reteach key content to get students on track</td>
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<tr>
<td>3-5 Math: 3-5 Math needs a specific improvement in analyzing student work samples to &quot;Name It: Identify the gaps in student understanding&quot; and the &quot;Do It&quot; action needed to address those gaps.</td>
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<td>3-5 Reading: 3-5 Reading needs a specific reteach plan for misconceptions, implementing the reteach plan, and monitoring the implementation of the reteach plan.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Data collected will determine what TEKs need to be retaught and spiraling back on key standard. The shift will be in not what was taught and more in what was mastered or not mastered.</td>
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<td>An increase in Meets and Masters and/or students achieving at or above grade level will be evident from campus, District, and State progress monitoring (PK-5).</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principals, Campus Instructional Coaches, &amp; ILT</td>
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<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <strong>Additional Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements</strong>: Demographics 1 - Student Learning 3, 5 - School Processes &amp; Programs 1, 3</td>
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<tr>
<td><strong>Funding Sources</strong>: Supplemental Pay (Tutoring &amp; Saturday School) 3rd-5th Grade Students - 211 - Title I, Part A - $3,846, Supplemental Pay (Tutoring &amp; Saturday School) 3rd-5th Grade Students; general supplies, pencil sharpeners, copy paper, toner, chart paper, lamination, resources/manipulatives for small group instruction, DDI related Software (i.e. AIL, Classkick, Education Galaxy, &amp; Pear Deck). - 199 - General Operating - $13,943</td>
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### Strategy 4 Details

**Strategy 4:** Writing Strategy (Revising/Editing Passages and Writing)

Implement a campus-wide writing plan that includes daily editing and revision and AVID WICOR strategies.

Provisions staff development training, planning sessions, and support for writing skills and targeted instructional strategies over campus-wide writing expectations for CUPS, ARMS, complete sentences, and Feedback for Learning on open-ended responses in essay format.

**Strategy's Expected Result/Impact:** Increase the number of students scoring at meets and masters by 20% in editing/revision from the first Power DOL to the 4th PDOL.

**Staff Responsible for Monitoring:** Writing CIC, Assistant Principals, SPED Case Managers, Reading/Writing CILT, & Grade level Chairs

**Title 1 Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Writing workbooks, practice tests, Education Galaxy, resources that will support Writing across content areas, Books in Spanish (Library (Check-Out), & Classroom Libraries), Writing Manipulatives, resources for cross-curricular writing, Incentives for competitions, library books, classroom library books, chromebooks for ebooks/online Writing websites, i.e. Epic, writing map, anchor chart paper, dry erase markers, writing folders, and other general supplies. - 211 - Title I, Part A - $4,000, Writing workbooks, practice tests, Education Galaxy, resources that will support Writing across content areas, Books in Spanish (Library (Check-Out), & Classroom Libraries), Writing Manipulatives, resources for cross-curricular writing, Incentives for competitions, library books, classroom library books, chromebooks for ebooks/online Writing websites, i.e. Epic, writing map, anchor chart paper, dry erase markers, writing folders, and other general supplies. - 199 - General Operating - $5,928

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### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.
# Student Learning

**Problem Statement 1**: BAS MOY data indicates that only 21% of our Kindergarten-2nd graders have met their grade level goal and the Optional Skills Assessment (OSA) indicates that only 45% of our 3rd-5th graders are meeting goals in math, reading, & writing. **Root Cause**: Improvements need to be made in the instructional organization, planning, execution, and delivery of grade level TEKS across the contents. Teachers need to be provided with additional resources and professional development to be better prepared to improve reading fluency, phonemic awareness, comprehension, problem-solving, vocabulary development, and writing foundations.

**Problem Statement 2**: Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause**: Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

**Problem Statement 3**: Staff require additional professional development and planning to support instructional gaps of students. **Root Cause**: Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands-on/manipulative based learning. Teachers have not become proficient in this area.

**Problem Statement 4**: Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause**: Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

**Problem Statement 5**: Based on classroom observations and lesson planning, data driven instruction is not consistently being implemented in PK-5 classrooms. **Root Cause**: During the sense-making process of Data Driven Instruction, teachers are struggling with understanding the data to identify next steps in addressing students' needs. Students are not receiving targeted instruction to assist them with mastering and/or reaching their academic goals.

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# School Processes & Programs

**Problem Statement 1**: Based on bi-weekly Wednesday PLCs time constraints and feedback from staff, there is a need for additional time for planning, data analysis, and PLC collaboration to improve student achievement and teacher effectiveness in data driven instruction. **Root Cause**: 45 minute Planning Periods do not provide enough time for planning, data analysis, and PLC collaboration. 45 minute Planning Periods limit the Leadership Team's time to collaborate, provide feedback, and conduct PLCs.

**Problem Statement 3**: Staff require additional professional development and planning to support instructional gaps of students. **Root Cause**: Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands-on/manipulative based learning. Teachers have not become proficient in this area.

**Problem Statement 4**: Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause**: Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

**Problem Statement 5**: Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. **Root Cause**: PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.
**Goal 2:** DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025.

**Performance Objective 1:** Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 48.0% to 52.0% by June 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 3rd Grade Reading STAAR; MAPs Reports; CA Data

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1: Multi-tiered System of Support (MTSS)</strong></td>
<td>Formative</td>
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<tr>
<td>Implement a Multi-tiered System of Support (MTSS) for all K-3 Grade students in reading. The MTSS may include any of the following: tutoring and supplemental pay (before-after school and/or Saturday School), Education Galaxy, data talks, academic counseling, goal-setting webinars, mentoring groups, opportunities for enrichment, college and career crash courses, dedicated CIC/staff support and modeling, team teaching opportunities, content specific PD opportunities, parent involvement workshop and engagement opportunities (Communication, Zoom meetings, Homework, Reading Workshops, Progress Monitoring (Parent Portal), incentives, etc.</td>
<td>Nov</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The 3rd Grade students will show growth in those achieving &quot;Meets&quot; on Common Assessments (1st CA will be the baseline data collected to monitor the expected results for this strategy). 50% or more of the 3rd Grade students will achieve &quot;Meets&quot; on the 2022 Reading STAAR.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Reading/Writing Campus Instructional Coach, Counselors, Assistant Principals, SPED Case Managers, Reading/Writing CILT, &amp; Grade Level Chairs</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.2 - TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Additional Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1, 2 - Student Learning 1, 2, 3, 5, 6 - School Processes &amp; Programs 3, 5</td>
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<tr>
<td><strong>Funding Sources:</strong> Provide funding for supplemental pay (PD, before/after school tutorials, Saturday school), purchase resources for communication and Parent Workshops, supplemental reading manipulatives, copy paper, toner, &amp; general supplies. - 199 - General Operating - $1,500</td>
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Strategy 2 Details

**Strategy 2:** Building a Foundation in Reading Strategy: (Fluency, Phonics, and/or Comprehension)

Our campus will have three areas of focus for building a foundation in Reading for PK-3rd Grade:

- PK-3 teachers will implement the Jan Richardson Guided Reading strategies.
- K-3 teachers will implement HB3 phonics resources and strategies in whole group and small group instruction.
- Purchasing and utilizing additional technology (i.e. Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, & digital accessories)

**Strategy's Expected Result/Impact:** Increase student achievement in Reading. MAPS will show an increase in our percentages in the 60 percentile and 80 percentile. 50% or more of the 3rd Grade students will achieve "Meets" on the 2022 Reading STAAR. To build reading stamina, build reading fluency, and expose students to different genres.

**Staff Responsible for Monitoring:** Reading/Writing Campus Instructional Coach, Assistant Principals, SPED Case Managers, Reading/Writing CILT, & Grade Level Chairs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - ESF

**Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support**

**Strategy Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 5

**Funding Sources:** Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, Jan Richardson Material/Books, resources that will support Reading, Books in Spanish (Library (Check-Out), & Classroom Libraries), Phonetic & Writing Manipulatives, Magnetic Letters, Puzzles, and other resources for cross-curricular reading, vocabulary, & writing; Incentives for competitions, library books, classroom library books, chart paper, chart markers, copy paper, & other general supplies - 199
- General Operating - $6,073, Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, Jan Richardson Material/Books, resources that will support Reading, Books in Spanish (Library (Check-Out), & Classroom Libraries), Phonetic & Writing Manipulatives, Magnetic Letters, Puzzles, and other resources for cross-curricular reading, vocabulary, & writing; Incentives for competitions, library books, classroom library books, chart paper, chart markers, copy paper, & other general supplies - 211
- Title I, Part A - $30,000

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<th>Performance Objective 1 Problem Statements:</th>
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<td><strong>Demographics</strong></td>
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**Problem Statement 1:** Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).
Demographics

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

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**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

**Problem Statement 3:** Staff require additional professional development and planning to support instructional gaps of students. **Root Cause:** Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands- on/manipulative based learning. Teachers have not become proficient in this area.

**Problem Statement 5:** Based on classroom observations and lesson planning, data driven instruction is not consistently being implemented in PK-5 classrooms. **Root Cause:** During the sense-making process of Data Driven Instruction, teachers are struggling with understanding the data to identify next steps in addressing students' needs. Students are not receiving targeted instruction to assist them with mastering and/or reaching their academic goals.

School Processes & Programs

**Problem Statement 3:** Staff require additional professional development and planning to support instructional gaps of students. **Root Cause:** Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands- on/manipulative based learning. Teachers have not become proficient in this area.

**Problem Statement 5:** Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. **Root Cause:** PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.
Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025.

Performance Objective 1: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 38.0% to 41.0% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 3rd Grade Math STAAR; MAPs Reports; CA Data

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1</strong>: Multi-tiered System of Support (MTSS)</td>
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<tr>
<td>Implement a Multi-tiered System of Support (MTSS) for all K-3 Grade students in math. The MTSS may include any of the following: tutoring and supplemental pay (before-after school and/or Saturday School), Education Galaxy, data talks, academic counseling, goal-setting webinars, mentoring groups, opportunities for enrichment, college and career crash courses, dedicated CIC/staff support and modeling, team teaching opportunities, content specific PD opportunities, parent involvement workshop and engagement opportunities (Communication, Zoom meetings, Homework, Reading Workshops, Progress Monitoring (Parent Portal), incentives, etc.</td>
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<tr>
<td>Teachers will implement specific, computation strategies to address gaps in all four math operations (addition, subtraction, multiplication, and division).</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: The 3rd Grade students will show growth in those achieving &quot;Meets&quot; on Common Assessments (1st CA will be the baseline data collected to monitor the expected results for this strategy). 50% or more of the 3rd Grade students will achieve &quot;Meets&quot; on the 2022 Math STAAR.</td>
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<tr>
<td>K-2 students will achieve grade level or above on MAPs by the EOY Math MAPs assessment.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Math Campus Instructional Coach, Counselors, Assistant Principals, SPED Case Managers, Math CILT, &amp; Grade Level Chairs</td>
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<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements</strong>: Demographics 1, 2 - Student Learning 1, 2, 6 - School Processes &amp; Programs 5</td>
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<tr>
<td><strong>Funding Sources</strong>: Provide funding for supplemental pay (PD, before/after school tutorials, Saturday school), Education Galaxy, purchase resources for communication and Parent Workshops, supplemental math manipulatives, copy paper, toner, &amp; general supplies. - 199 - General Operating - $1,500</td>
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Strategy 2: Building a Foundation in Math

Our campus will have three areas of focus for building a foundation in Math for PK-3rd Grade:
- All PK-3rd Grade classrooms will plan for and implement computation and problem-solving strategies.
- Teachers will use Classkick to view, assess, and provide feedback on student work.
- Purchasing and utilizing additional technology (i.e. Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, & digital accessories)

**Strategy's Expected Result/Impact:** K-2 students will achieve grade level or above on MAPs by the EOY Math MAPs assessment.

Equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms.

**Staff Responsible for Monitoring:** Math Campus Instructional Coach, Assistant Principals, SPED Case Managers, Math CILT, & Grade Level Chairs

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - ESF

**Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support

**Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 5

**Funding Sources:** Chromebooks, Classkick, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, resources that will support Math, Math Manipulatives; Incentives for competitions, chart paper, chart markers, copy paper, & other general supplies - 211 - Title I, Part A - $25,000. Chromebooks, Classkick, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, resources that will support Math, Math Manipulatives; Incentives for competitions, chart paper, chart markers, copy paper, & other general supplies - 211 - Title I, Part A - $3,664

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### Performance Objective 1 Problem Statements:

**Problem Statement 1:** Based on the Campus Data Packet and being identified as "Needling Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.
## Student Learning

**Problem Statement 1:** BAS MOY data indicates that only 21% of our Kindergarten-2nd graders have met their grade level goal and the Optional Skills Assessment (OSA) indicates that only 45% of our 3rd-5th graders are meeting goals in math, reading, & writing. **Root Cause:** Improvements need to be made in the instructional organization, planning, execution, and delivery of grade level TEKS across the contents. Teachers need to be provided with additional resources and professional development to be better prepared to improve reading fluency, phonemic awareness, comprehension, problem-solving, vocabulary development, and writing foundations.

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

**Problem Statement 6:** Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication. **Root Cause:** The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.

## School Processes & Programs

**Problem Statement 5:** Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. **Root Cause:** PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.
Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: Student achievement on state assessments in all subjects, as measured by the percentage of scores at the Masters performance levels, will increase from 19% to 21% by June 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2019 STAAR Data; CA Data; Campus Climate & Culture Survey; Parent Surveys; Student Perception Surveys
## Strategy 1 Details

### Strategy 1: AVID

Our campus will focus on three specific components of AVID to continue to grow our AVID Instructional system. The two strategies listed below will increase student achievement and assist us with reaching or exceeding our campus Masters goal of 21%:

1. The campus will utilize AVID Strategy 1.8: Journal Writing/Students will use writing to reflect on their learning and either free write on a self-identified topic or respond to questions or prompts using their background knowledge and personal connections.

2. The campus will utilize AVID Strategies that focus on collaboration within the classroom and through digital mediums. Collaboration strategies will include, but are not limited to:
   * 2.9: Socratic Questioning
   * 2.10: Think it Out/Students will work together to articulate the thinking process used to answer questions.
   * 2.11: Philosophical Chairs

We will provide resources, supplemental pay, professional development, and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, to improve AVID implementation, and to recruit and retain effective teachers that are highly-qualified in AVID.

**Strategy’s Expected Result/Impact:** This strategy will push students well beyond initial thinking. Students will be using authentic dialogue, be engaged in content exploration, collaborating intentionally using accountable talk, and asking higher order thinking questions.

TEI scores for Domain 2.2 and 2.4 will see an increase with more teachers obtaining a 2 or higher on observations.

**Staff Responsible for Monitoring:** ILT/AVID Coordinator (Angelina Leon), David Casco & Renfreu "Josie" Dennis (Math & Science), Tonya Krause & Vanessa Usrey (Reading & Language Arts/Writing)

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 2, 4 - School Processes & Programs 4

**Funding Sources:** General supplies, anchor charts, sentences stems, copy paper, ink for copiers/printers, supplemental pay for PD, resources for our AVID Labs, digital devices for student engagement (All in Learning Clickers, Chromebooks, iPads, iPad Covers, desktops, headphones, speakers, etc.), laminating supplies, AVID related expenses (field trips, PD, supplemental pay, AVID Membership, etc.) - 211 - Title I, Part A - $26,271

### Reviews

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<td>Strategy 1: AVID</td>
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### Reviews

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<th>Reviews</th>
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**Strategy 2 Details**

**Strategy 2: STEAM**

Students and families will be engaged in career-college-military connections and STEAM labs through strategic scheduling, planning, and incentives. As part of our STEAM innovation, we will incorporate technology applications/software to improve student achievement through adaptive/personalized learning in all content areas. We will provide resources, supplemental pay, professional development, and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and to improve implementation of CCMR & STEAM, and to recruit and retain highly-qualified innovative staff.

**Strategy’s Expected Result/Impact:** Parent Involvement will increase from previous year.

Climate and culture will improve through incentives and recognitions.

An increase in Meets and Masters and/or students achieving at or above grade level will be evident from campus, District, and State progress monitoring (PK-5).

**Staff Responsible for Monitoring:** Principal, Assistant Principal, CICs, & CILT

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

**Problem Statements:** Demographics 1 - Student Learning 1, 6 - School Processes & Programs 5

**Funding Sources:** Supplemental pay, PD resources, awards/trophies, snacks, incentives, software licenses (i.e. AIL, Education Galaxy, Classkick, Pear Deck, Defined Learning), hands-on STEAM resources, & general supplies. - 199 - General Operating - $3,200, Supplemental pay, PD resources, awards/trophies, snacks, incentives, software licenses (i.e. AIL, Education Galaxy, Classkick, Pear Deck, Defined Learning, Minecraft for Education), hands-on STEAM resources, & general supplies. - 211 - Title I, Part A - $12,000

Performance Objective 1 Problem Statements:

**Problem Statement 1:** Based on the Campus Data Packet and being identified as "Needing Additional Targeted Support" by the Texas Education Agency (TEA), African American and At-Risk students are not meeting State Standards and growth targets for Reading and Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At-Risk students in reading and math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS (i.e. adaptive software & content specific resources).

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.
**Student Learning**

**Problem Statement 1:** BAS MOY data indicates that only 21% of our Kindergarten-2nd graders have met their grade level goal and the Optional Skills Assessment (OSA) indicates that only 45% of our 3rd-5th graders are meeting goals in math, reading, & writing. **Root Cause:** Improvements need to be made in the instructional organization, planning, execution, and delivery of grade level TEKS across the contents. Teachers need to be provided with additional resources and professional development to be better prepared to improve reading fluency, phonemic awareness, comprehension, problem-solving, vocabulary development, and writing foundations.

**Problem Statement 2:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on reading fluency, phonemic awareness, and vocabulary. **Root Cause:** Campus Data reveals that 54.4% of our student population are EL, 89.1% are Economically Disadvantaged, and 14.1% are SPED. K-2 students are struggling readers and when students transition to third grade they are not on grade level. TxKEA 2021 MOY Data indicates our K-2 students are at 9% mastery in blending to decode unfamiliar words using letter-sound patterns when reading.

**Problem Statement 4:** Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause:** Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

**Problem Statement 6:** Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication. **Root Cause:** The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.

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**School Processes & Programs**

**Problem Statement 4:** Alignment of AVID Engagement Strategies and method of note-taking to the instructional task needs improvement to increase student achievement in PK through 5th grade. **Root Cause:** Teachers are not collaborating on alignment of AVID Engagement Strategies and method of note-taking during their PLCs. AVID PD has not been focused on this area this past school year.

**Problem Statement 5:** Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. **Root Cause:** PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.
**Goal 5:** DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

**Performance Objective 1:** We will obtain a minimum of 75 points on the Extracurricular Activities portion of the Local Accountability System (LAS) in Spring 2022.

**Evaluation Data Sources:** Dallas ISD Local Accountability System (LAS); Dallas ISD's Student Engagement Digital Progress Monitoring System

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Increase Student Achievement and Campus Climate/Culture through Incentives, Parent Involvement and Practice</td>
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<tr>
<td>Implement staff, student, and parent incentives for attendance, achievement, reaching goals, and involvement.</td>
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<td>Implement a Master Schedule with Core Content Instructional Blocks (Language Arts/Reading, Math, Science, &amp; Social Studies) that integrate AVID and STEAM, period with additional STEAM opportunities, Fun Fridays to embed clubs in weekly and a daily Specials Class that includes (Art/Guidance &amp; CCMR/Music/PE). Provide resources and support (English &amp; Spanish) for student enrichment and parent involvement opportunities such as field trips, on campus programs (coordinated by committees such as our AVID Site Team, Coordinated School Health Team, STEAM Team, Multicultural Committee, etc), and clubs/teams (i.e. after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Dance, Track, Sports, Student Advisory/Council, etc.). Align extracurricular and co-curricular opportunities to the Dallas ISD Local Accountability System (LAS). <strong>Strategy’s Expected Result/Impact:</strong> Increase parent involvement, student achievement, and campus climate/culture through cross curriculum connections and real world connections in Fine Arts, Language Arts/Writing, Math, PE, Reading, and Science. The total level of parent participation in school programs will increase by 5% (either by increased levels of participation in existing opportunities or by increasing the number of opportunities) by June 2022. Provide students choice on co-curricular and extracurricular activities. <strong>Staff Responsible for Monitoring:</strong> Incentives (Amy Zbylut) Extra Curricular &amp; Co-Curricular (Vanessa Usrey) Tutoring/Saturday School (Josie Dennis) Arts/Learning Partners, Gifted/Talented, &amp; Advanced Fine Arts (Courtney Cayabyab &amp; Carol Camacho) Attendance Incentives (David Casco &amp; Attendance/AFC Committee) <strong>Title I Schoolwide Elements:</strong> 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</td>
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**Problem Statements:** Student Learning 6 - School Processes & Programs 5

**Funding Sources:** Resources may include, but not limited to: copy paper, art supplies, supplemental pay, musical instruments, instrument parts, music sheet stands, laptops, tablets, preferably iPad or android based Wacom Intuos drawing tablets, digital cameras, point and shoot or DSLR photo printer, Software: Adobe Photoshop & Adobe Illustrator, Green Screen, clamp lights/lamps (lighting for photography/animation), magnetic ink jet printable sheets; Makerspace station resources, supplies that can be used for building, such as straws and connectors, legos, Lego walls, peg board wall mounts, etc.; General supplies, hands-on resources for enrichment opportunities, other resources for communicating with parents, and incentives to participate. - 199 - General Operating - $200, Resources may include, but not limited to: copy paper, art supplies, supplemental pay, musical instruments, instrument parts, music sheet stands, laptops, tablets, preferably iPad or android based Wacom Intuos drawing tablets, digital cameras, point and shoot or DSLR photo printer, Software: Adobe Photoshop & Adobe Illustrator, Green Screen, clamp lights/lamps (lighting for photography/animation), magnetic ink jet printable sheets; Makerspace station resources, supplies that can be used for building, such as straws and connectors, legos, Lego walls, peg board wall mounts, etc.; General supplies, hands-on resources for enrichment opportunities, other resources for communicating with parents, and incentives to participate. - 211 - Title I, Part A - $4,000

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<td><strong>Student Learning</strong></td>
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<td><strong>Problem Statement 6:</strong> Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication. <strong>Root Cause:</strong> The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.</td>
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<td><strong>School Processes &amp; Programs</strong></td>
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<td><strong>Problem Statement 5:</strong> Based on Campus Needs Assessment and other campus data, there is a need for equity for all students to be engaged in a virtual learning environment with access to appropriate technology, applications, adaptive software, and digital learning platforms. <strong>Root Cause:</strong> PK-2 has limited capabilities with utilizing the current 1:1 iPad technology to engage students and to provide immediate feedback for learning. The campus has a limited number of headsets that have noise-cancelling and microphone features.</td>
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Goal 6: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: The total level of parent participation in school programs will increase by 5% (either by increased levels of participation in existing opportunities or by increasing the number of opportunities) by June 2022.

Evaluation Data Sources: Campus Needs Assessment; Parent Surveys; Parent Meeting Sign-in Sheets; PowerSchool Parent Portal Data; School Messenger Reports

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<th>Strategy 1 Details</th>
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| **Strategy 1: Communication & Incentives to Increase Parent Involvement**  
Create a team to organize communication/invitations to Master Calendar events such as award ceremonies, guidance/counseling, Kinder Camp, Hippy, violence prevention/intervention, mental health events, field trips, on campus programs, PTA events, Science Night, Art/GT Night, Academic Nights, recruitment opportunities, parent classes, etc. The team will provide communication, resources, and support in English & Spanish. The team will coordinate with district departments and campus committees such as our AFC, AVID Site Team, Coordinated School Health Team, STEAM Team, Multicultural, Title 1, and SBDM. In coordination with district departments and campus committees, the team will organize and distribute student/staff/parent incentives for parent participation.  
**Strategy's Expected Result/Impact:** The total level of parent participation in school programs will increase by 5% (either by increased levels of participation in existing opportunities or by increasing the number of opportunities) by June 2022.  
**Staff Responsible for Monitoring:** Counselors, Office Manager, & School Messenger Administrator  
**Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  
**Problem Statements:** Student Learning 6  
**Funding Sources:** General Office Supplies, copy paper, ink, toner, and other resources to communicate with parents; resources for hands-on parent engagement activities; Incentives to participate - 199 - General Operating - $200, General Office Supplies, copy paper, ink, toner, and other resources to communicate with parents; resources for hands-on parent engagement activities; Incentives to participate - 211 - Title I, Part A - $2,700 |

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Performance Objective 1 Problem Statements:

**Problem Statement 6:** Low parent and student involvement in events/meetings has impacted our student achievement, student participation in extracurricular/co-curricular opportunities, parent engagement, and meaningful two-way communication. **Root Cause:** The COVID Pandemic and the District's protocols that all events/meetings must be virtual has decreased parent and student involvement.
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<td>DDI We are going to implement campus-wide improvement in Data-Driven instruction that includes on-going support for staff and MTSS to improve student achievement (i.e. supplemental pay, resources, tutoring, and enrichment opportunities). We will have a specific DDI focus for grade levels and/or content areas: PK-2 Math/Reading: PK-2 (math and reading) that are aligned to 3 phases of an ongoing cycle of teaching and learning: 1. Assess: set the road map of rigor a. The K-2 formative assessments will be created by a team of staff members (APs, CICs, CILT, &amp; Content Teacher Leaders). 2. Analyze (See It, Name It): identify the gaps in student understanding 3. Act (Do It): reteach key content to get students on track 3-5 Math: 3-5 Math needs a specific improvement in analyzing student work samples to &quot;Name It: Identify the gaps in student understanding&quot; and the &quot;Do It&quot; action needed to address those gaps. 3-5 Reading: 3-5 Reading needs a specific reteach plan for misconceptions, implementing the reteach plan, and monitoring of the implementation of the reteach plan.</td>
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<td>Multi-tiered System of Support (MTSS) Implement a Multi-tiered System of Support (MTSS) for all K-3 Grade students in reading. The MTSS may include any of the following: tutoring and supplemental pay (before-after school and/or Saturday School), Education Galaxy, data talks, academic counseling, goal-setting webinars, mentoring groups, opportunities for enrichment, college and career crash courses, dedicated CIC/staff support and modeling, team teaching opportunities, content specific PD opportunities, parent involvement workshop and engagement opportunities (Communication, Zoom meetings, Homework, Reading Workshops, Progress Monitoring (Parent Portal), incentives, etc.</td>
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<td>Building a Foundation in Reading Strategy: (Fluency, Phonics, and/or Comprehension) Our campus will have three areas of focus for building a foundation in Reading for PK-3rd Grade: - PK-3 teachers will implement the Jan Richardson Guided Reading strategies. - K-3 teachers will implement HB3 phonics resources and strategies in whole group and small group instruction. - Purchasing and utilizing additional technology (i.e. Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, &amp; digital accessories)</td>
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<td>3</td>
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<td>Multi-tiered System of Support (MTSS) Implement a Multi-tiered System of Support (MTSS) for all K-3 Grade students in math. The MTSS may include any of the following: tutoring and supplemental pay (before-after school and/or Saturday School), Education Galaxy, data talks, academic counseling, goal-setting webinars, mentoring groups, opportunities for enrichment, college and career crash courses, dedicated CIC/staff support and modeling, team teaching opportunities, content specific PD opportunities, parent involvement workshop and engagement opportunities (Communication, Zoom meetings, Homework, Reading Workshops, Progress Monitoring (Parent Portal), incentives, etc. Teachers will implement specific, computation strategies to address gaps in all four math operations (addition, subtraction, multiplication, and division).</td>
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<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Building a Foundation in Math Our campus will have three areas of focus for building a foundation in Math for PK-3rd Grade: - All PK-3rd Grade classrooms will plan for and implement computation and problem-solving strategies. - Teachers will use Classkick to view, assess, and provide feedback on student work. - Purchasing and utilizing additional technology (i.e. Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, &amp; digital accessories)</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>STEAM Students and families will be engaged in career-college-military connections and STEAM labs through strategic scheduling, planning, and incentives. As part of our STEAM innovation, we will incorporate technology applications/software to improve student achievement through adaptive/personalized learning in all content areas. We will provide resources, supplemental pay, professional development, and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and to improve implementation of CCMR &amp; STEAM, and to recruit and retain highly-qualified innovative staff.</td>
</tr>
</tbody>
</table>
# State Compensatory

## Budget for 167 Kleberg Elementary School

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100 Payroll Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-11-6118-ED-167-2-30</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>211-13-6118-AW-167-2-30</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$3,320.00</td>
</tr>
<tr>
<td>211-13-6118-ED-167-2-30</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$6,000.00</td>
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<tr>
<td>211-23-6118-AW-167-2-30</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
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</tr>
<tr>
<td>211-13-6119-WX-167-1-30-0-00-00000</td>
<td>6119 Salaries or Wages - Teachers and Other Professional Personnel</td>
<td>$169,493.00</td>
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<tr>
<td>211-11-6141-ED-167-2-30</td>
<td>6141 Social Security/Medicare</td>
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<tr>
<td>211-13-6141-AW-167-2-30</td>
<td>6141 Social Security/Medicare</td>
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<td>211-13-6141-ED-167-2-30</td>
<td>6141 Social Security/Medicare</td>
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<tr>
<td>211-23-6141-AW-167-2-30</td>
<td>6141 Social Security/Medicare</td>
<td>$7.00</td>
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<tr>
<td>211-11-6142-ED-167-2-30</td>
<td>6142 Group Health and Life Insurance</td>
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<tr>
<td>211-13-6142-AW-167-2-30</td>
<td>6142 Group Health and Life Insurance</td>
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<td>211-13-6142-ED-167-2-30</td>
<td>6142 Group Health and Life Insurance</td>
<td>$900.00</td>
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<td>211-23-6142-AW-167-2-30</td>
<td>6142 Group Health and Life Insurance</td>
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<tr>
<td>211-11-6143-ED-167-2-30</td>
<td>6143 Workers' Compensation</td>
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<td>211-13-6143-AW-167-2-30</td>
<td>6143 Workers' Compensation</td>
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<td>211-13-6143-ED-167-2-30</td>
<td>6143 Workers' Compensation</td>
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<td>211-23-6143-AW-167-2-30</td>
<td>6143 Workers' Compensation</td>
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<tr>
<td>211-11-6145-ED-167-2-30</td>
<td>6145 Unemployment Compensation</td>
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<tr>
<td>211-13-6145-AW-167-2-30</td>
<td>6145 Unemployment Compensation</td>
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<td>211-13-6145-ED-167-2-30</td>
<td>6145 Unemployment Compensation</td>
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<td>6145 Unemployment Compensation</td>
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<tr>
<td>211-11-6146-ED-167-2-30</td>
<td>6146 Teacher Retirement/TRS Care</td>
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<td>6146 Teacher Retirement/TRS Care</td>
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<td>211-13-6146-ED-167-2-30</td>
<td>6146 Teacher Retirement/TRS Care</td>
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<td>211-23-6146-AW-167-2-30</td>
<td>6146 Teacher Retirement/TRS Care</td>
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<td>Account Code</td>
<td>Account Title</td>
<td>Budget</td>
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</tr>
<tr>
<td>6100 Subtotal:</td>
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<tr>
<td>6300 Supplies and Services</td>
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<tr>
<td>211-11-6329-2R-167-2-30</td>
<td>6329 Reading Materials</td>
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<td>211-61-6329-2R-167-2-30</td>
<td>6329 Reading Materials</td>
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<tr>
<td>211-11-6396-00-167-2-30</td>
<td>6396 Supplies and Materials - Locally Defined</td>
<td>$1,200.00</td>
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<tr>
<td>211-11-6399-2R-167-2-30</td>
<td>6399 General Supplies</td>
<td>$98,294.00</td>
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<tr>
<td>211-13-6399-2T-167-2-30</td>
<td>6399 General Supplies</td>
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<td>211-61-6399-2R-167-2-30</td>
<td>6399 General Supplies</td>
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<td>6300 Subtotal:</td>
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<tr>
<td>6400 Other Operating Costs</td>
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<tr>
<td>211-13-6411-AW-167-2-30</td>
<td>6411 Employee Travel</td>
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<tr>
<td>211-23-6411-AW-167-2-30</td>
<td>6411 Employee Travel</td>
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<td>211-13-6495-AW-167-2-30</td>
<td>6495 Membership Fees</td>
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<td>6400 Subtotal:</td>
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<td>$6,449.00</td>
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</tbody>
</table>
## Personnel for 167 Kleberg Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENNIS, RENFREU J</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Title I - Part A CAMPUS</td>
<td>1</td>
</tr>
<tr>
<td>USREY, VANESSA NAIR</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Title I - Part A CAMPUS</td>
<td>1</td>
</tr>
</tbody>
</table>
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENNIS, RENFREU J</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Math &amp; Science</td>
<td>1</td>
</tr>
<tr>
<td>USREY, VANESSA NAIR</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Reading/Writing/Social Studies</td>
<td>1</td>
</tr>
</tbody>
</table>
# Site-Based Decision Making Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Amy Zbylut</td>
<td>Principal</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Angela Nabors</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Administrator</td>
<td>David Casco</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Tonya Krause</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Michelle Huddleston</td>
<td></td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Renfreu Dennis</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Vanessa Usrey</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Parent</td>
<td>Claudia Estrada</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Jennifer To-Ong</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Sandy Hernandez</td>
<td></td>
</tr>
<tr>
<td>Business Representative</td>
<td>Natalie Hamilton</td>
<td>Kleberg Rylie Dallas Library Representative</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Amanda Cabrera</td>
<td>SPED Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Karen Tellez</td>
<td>Math CILT &amp; Teacher</td>
</tr>
</tbody>
</table>
## Campus Funding Summary

### 199 - General Operating

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Licenses (Education Galaxy, Classkick, AIL, Imagine Math), batteries, projectors, projector light bulbs, headphones/listening devices, microphones/audio devices, and other assistive technology items, manipulatives, supplemental aids, folders, office supplies, dry erase boards &amp; markers, privacy partitions, pencils, erasers, measurement tools, patty paper, copy paper, cardstock, general supplies and other materials/resources for collaborative stations, supplemental resources for Reading, Writing, Science, Technology, Engineering, Art, and Mathematics.</td>
<td></td>
<td>$15,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Supplemental pay for PD, general resources and supplies for PD (lamination, printer ink, copy paper, pens/pencils/markers/highlighters, anchor charts, post-it notes, index cards, resources/manipulatives for small group reading, phonics, &amp; math instruction, paper, construction paper, crayons, manipulatives, sticky notes, tape, binder clips, dry erase boards, dry erase markers, incentives, chairs/tables for PD, etc.)</td>
<td></td>
<td>$3,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Supplemental Pay (Tutoring &amp; Saturday School) 3rd-5th Grade Students; general supplies, pencil sharpeners, copy paper, toner, chart paper, lamination, resources/manipulatives for small group instruction, DDI related Software (i.e. AIL, Classkick, Education Galaxy, &amp; Pear Deck).</td>
<td></td>
<td>$13,943.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td>Writing workbooks, practice tests, Education Galaxy, resources that will support Writing across content areas, Books in Spanish (Library (Check-Out), &amp; Classroom Libraries), Writing Manipulatives, resources for cross-curricular writing, Incentives for competitions, library books, classroom library books, chromebooks for ebooks/online Writing websites, i.e. Epic, writing map, anchor chart paper, dry erase markers, writing folders, and other general supplies.</td>
<td></td>
<td>$5,928.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Provide funding for supplemental pay (PD, before/after school tutorials, Saturday school), purchase resources for communication and Parent Workshops, supplemental reading manipulatives, copy paper, toner, &amp; general supplies.</td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, Jan Richardson Material/Books, resources that will support Reading, Books in Spanish (Library (Check-Out), &amp; Classroom Libraries), Phonetic &amp; Writing Manipulatives, Magnetic Letters, Puzzles, and other resources for cross-curricular reading, vocabulary, &amp; writing; Incentives for competitions, library books, classroom library books, chart paper, chart markers, copy paper, &amp; other general supplies</td>
<td></td>
<td>$6,073.00</td>
</tr>
</tbody>
</table>
### 199 - General Operating

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Provide funding for supplemental pay (PD, before/after school tutorials, Saturday school), Education Galaxy, purchase resources for communication and Parent Workshops, supplemental math manipulatives, copy paper, toner, &amp; general supplies.</td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Supplemental pay, PD resources, awards/trophies, snacks, incentives, software licenses (i.e. AIL, Education Galaxy, Classkick, Pear Deck, Defined Learning), hands-on STEAM resources, &amp; general supplies.</td>
<td></td>
<td>$3,200.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>Resources may include, but not limited to: copy paper, art supplies, supplemental pay, musical instruments, instrument parts, music sheet stands, laptops, tablets, preferably iPad or android based Wacom Intuos drawing tablets, digital cameras, point and shoot or DSLR photo printer, Software: Adobe Photoshop &amp; Adobe Illustrator, Green Screen, clamp lights/lamps (lighting for photography/animation), magnetic ink jet printable sheets; Makerspace station resources, supplies that can be used for building, such as straws and connectors, legos, Lego walls, peg board wall mounts, etc.; General supplies, hands-on resources for enrichment opportunities, other resources for communicating with parents, and incentives to participate.</td>
<td></td>
<td>$200.00</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>General Office Supplies, copy paper, ink, toner, and other resources to communicate with parents; resources for hands-on parent engagement activities; Incentives to participate</td>
<td></td>
<td>$200.00</td>
</tr>
</tbody>
</table>

Sub-Total $50,544.00

**Budgeted Fund Source Amount** $50,544.00

**+/- Difference** $0.00

### 211 - Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Licenses (Education Galaxy, Classkick, AIL, Imagine Math), batteries, projectors, projector light bulbs, headphones/listening devices, microphones/audio devices, and other assistive technology items, manipulatives, supplemental aids, folders, office supplies, dry erase boards &amp; markers, privacy partitions, pencils, erasers, measurement tools, patty paper, copy paper, cardstock, general supplies and other materials/resources for collaborative stations, supplemental resources for Reading, Writing, Science, Technology, Engineering, Art, and Mathematics.</td>
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<td>$12,830.00</td>
</tr>
<tr>
<td>Goal</td>
<td>Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
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<td>Amount</td>
</tr>
<tr>
<td>------</td>
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<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Supplemental pay for PD, general resources and supplies for PD (lamination, printer ink, copy paper, pens/pencils/markers/highlighters, anchor charts, post-it notes, index cards, resources/manipulatives for small group reading, phonics, &amp; math instruction, paper, construction paper, crayons, manipulatives, sticky notes, tape, binder clips, dry erase boards, dry erase markers, incentives, chairs/tables for PD, etc.)</td>
<td></td>
<td>$8,055.00</td>
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<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Two Campus Instructional Coaches (Instructional Coaches' Salary)</td>
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<td>$169,493.00</td>
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<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Supplemental Pay (Tutoring &amp; Saturday School) 3rd-5th Grade Students</td>
<td></td>
<td>$3,846.00</td>
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<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td>Writing workbooks, practice tests, Education Galaxy, resources that will support Writing across content areas, Books in Spanish (Library (Check-Out), &amp; Classroom Libraries), Writing Manipulatives, resources for cross-curricular writing, Incentives for competitions, library books, classroom library books, chromebooks for ebooks/online Writing websites, i.e. Epic, writing map, anchor chart paper, dry erase markers, writing folders, and other general supplies.</td>
<td></td>
<td>$4,000.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Chromebooks, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, Jan Richardson Material/Books, resources that will support Reading, Books in Spanish (Library (Check-Out), &amp; Classroom Libraries), Phonetic &amp; Writing Manipulatives, Magnetic Letters, Puzzles, and other resources for cross-curricular reading, vocabulary, &amp; writing; Incentives for competitions, library books, classroom library books, chart paper, chart markers, copy paper, &amp; other general supplies</td>
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<td>$30,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Chromebooks, Classkick, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, resources that will support Math, Math Manipulatives; Incentives for competitions, chart paper, chart markers, copy paper, &amp; other general supplies</td>
<td></td>
<td>$25,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Chromebooks, Classkick, Education Galaxy, noise-reducing headsets with microphone features, digital accessories, resources that will support Math, Math Manipulatives; Incentives for competitions, chart paper, chart markers, copy paper, &amp; other general supplies</td>
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<td>$3,664.00</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>General supplies, anchor charts, sentences stems, copy paper, ink for copiers/printers, supplemental pay for PD, resources for our AVID Labs, digital devices for student engagement (All in Learning Clickers, Chromebooks, iPads, iPad Covers, desktops, headphones, speakers, etc.), laminating supplies, AVID related expenses (field trips, PD, supplemental pay, AVID Membership, etc.)</td>
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<td>$26,271.00</td>
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<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Supplemental pay, PD resources, awards/trophies, snacks, incentives, software licenses (i.e. AIL, Education Galaxy, Classkick, Pear Deck, Defined Learning, Minecraft for Education), hands-on STEAM resources, &amp; general supplies.</td>
<td></td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Goal</td>
<td>Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
<td>Account Code</td>
<td>Amount</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>----------</td>
<td>------------------</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>Resources may include, but not limited to: copy paper, art supplies, supplemental pay, musical instruments, instrument parts, music sheet stands, laptops, tablets, preferably iPad or android based Wacom Intuos drawing tablets, digital cameras, point and shoot or DSLR photo printer, Software: Adobe Photoshop &amp; Adobe Illustrator, Green Screen, clamp lights/lamps (lighting for photography/animation), magnetic ink jet printable sheets; Makerspace station resources, supplies that can be used for building, such as straws and connectors, legos, Lego walls, peg board wall mounts, etc.; General supplies, hands-on resources for enrichment opportunities, other resources for communicating with parents, and incentives to participate.</td>
<td></td>
<td>$4,000.00</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>General Office Supplies, copy paper, ink, toner, and other resources to communicate with parents; resources for hands-on parent engagement activities; Incentives to participate</td>
<td></td>
<td>$2,700.00</td>
</tr>
</tbody>
</table>

Sub-Total $301,859.00

Budgeted Fund Source Amount $301,859.00

+- Difference $0.00

Grand Total $352,403.00