Garland Independent School District

Sewell Elementary School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Public Presentation Date: September 23, 2020

Mission Statement

Sewell Elementary School Mission Statement

Sewell Elementary School will provide a quality education for all students in a way that:

- Expects the highest possible achievement for every student
- Produces self confident and motivated students
- Provides a multi-cultural appreciation for all cultures
- Invites parents to be active partners in their child's education

So that all students will be successful lifelong learners and productive citizens.

Vision

Because of what we all do, all students will achieve to their highest potential.

Value Statement

Sewell Elementary: Raising our Tribe to have kind hearts, brave spirits, and fierce minds. We are a family at Sewell. Our parents, community members, students, and staff work together to best meet the needs of all those at Sewell Elementary and in the city of Sachse. Our "family" mentality not only holds all stakeholders accountable, but also ensures that everyone has the opportunity to bring his/her unique skills to the work we do on our campus each day. Families stick together, work together, and communicate to fulfill the dreams of those we surround.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Comittee Information with Agendas and prioritized needs/strengths.

https://docs.google.com/document/d/1VhRPnioc0ojlFHXvI6q68f3edl9RSZcW4dRHEqXr6Uw/edit?usp=sharing

Demographics

Demographics Summary

Data from 2019-20:

Attendance: At Sewell, the attendance rates have been between 96%-97.9% over the 2019-2020 school year. The averages have either remained the same or slighlty increased over the past 2 years. There are signs posted at the entrance of the school to promote good attendance. The students are acknowledged during the awards assembly for Perfect Attendance. The PTA gives popcorn to all students with perfect attendance at the end of each six weeks. The teachers will call a parent when a student is absent from class, especially when it's more than one day or student who is repeatedly absent. Skyward calls parents when a student is absent. The teachers will send a Dojo message to parents to send in an absent note for their student when they miss school. Unexcused absences of 3 -10 have increased from the 18-19 to 19-20 school year by about four of the 10 unexcused and 26 for the 3 unexcused. The amount of 18 or more absences decreased by 19 from the 18-19 to the 19-20 school year. This decrease may be because the students have to complete a Principal's plan of work for when they miss school. The teachers have been a big part of the decrease as well because they explain to the parents the importance of their student being at school.

Enrollment: The enrollment at Sewell Elementary is about 685. The grades at Sewell Elementary are Kinder through 5th grade with ages ranging from 5-11 years old. Sewell is located in Sachse, Texas. Garland ISD is a choice of school district therefore any student can be enrolled as long as there is an opening. We are unique because we are one of the few elementary campuses that has ABC and PPCD units.

Special program alignment: We offer the PPCD & ABC classrooms to accommodate the needs of special education students. We also have an ELL interventionist who helps meet the needs of the ELL students. Every teacher is trained in Gifted & Talented and therefore meet the needs of those students in their classroom. We also have an academic interventionist on campus who meets the needs of those students not performing on grade level who may not be in a specific special education class.

Over the past 3 years, the amount of in-school suspension and out-of-school suspensions has increased. When students are disrupting the class, it can totally halt the learning of the other students.

African American: 22% Asian: 16% Hispanic: 21% White: 34% American Indian: .8% Pacific Islander: .2% Two or More Races: 5%

Economically disadvantaged: 8% on reduced lunch and 38% on Free lunch. We have 15% of our population as ELLs. 16% of our population is in Special Education and 9% in 504. 7% of our students are in GT. 28% of our population is considered At Risk. We have 2 students in foster care and 7 considered Homeless.

Data from 2018-19:

- Attendance rate for the year was 96.6%

- District attendance rate was 95.9%
- More students were on a Principal's plan in 2018-19 than in 2017-18
- Total enrollment increased in 2018-19
- 459 total absences for the school year. Averages to 6.12 absences per staff member.
- Staff development/training sessions, Fall/Spring Planning Day, STAAR planning days, etc. are not counted in this total.
- This includes paraprofessionals & professional staff. The months of Feb.-April included some LOA
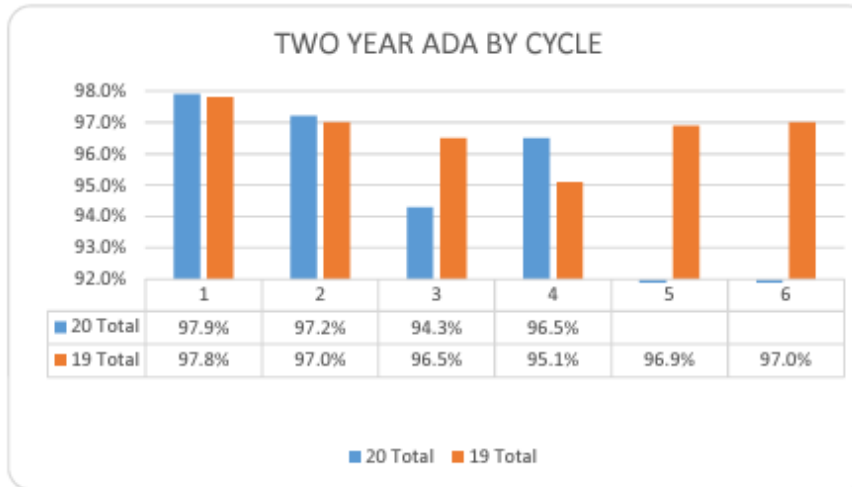
Demographics Strengths

Data from 2018-19/2019-20:

19-20	TOTALS
3 UNEXCUSED	369
10 UNEXCUSED	57
18 ABSENCES	8

18-19	TOTALS
3 UNEXCUSED	343
10 UNEXCUSED	53
18 ABSENCES	27

TWO YEAR ADA BY CYCLE

	1	2	3	4	5	6
20 Total	97.9%	97.2%	94.3%	96.5%		
19 Total	97.8%	97.0%	96.5%	95.1%	96.9%	97.0%

Six Weeks Attendance Report for 2019 - 2020 for Robert B Sewell EL							
	1 - First six weeks	2 - Second six weeks	3 - Third six weeks	4 - Fourth six weeks	5 - Fifth six weeks	6 - Sixth six weeks	Total
Grade PK	-	89.5%	100.0%	100.0%			98.1%
Grade KG	96.5%	96.4%	93.9%	95.1%			96.2%
Grade 01	98.3%	97.0%	92.1%	96.8%			96.9%
Grade 02	98.0%	97.0%	92.6%	96.9%			97.0%
Grade 03	98.3%	97.7%	95.9%	96.3%			97.5%
Grade 04	98.5%	97.7%	96.6%	97.2%			97.9%
Grade 05	98.0%	97.3%	95.8%	96.7%			97.5%
20 Total	97.9%	97.2%	94.3%	96.5%			97.2%

Six Weeks Attendance Report for 2018 - 2019 for Robert B Sewell EL							
	1 - First six weeks	2 - Second six weeks	3 - Third six weeks	4 - Fourth six weeks	5 - Fifth six weeks	6 - Sixth six weeks	Total
Grade KG	96.3%	95.6%	94.8%	93.0%	95.4%	95.2%	95.1%
Grade 01	97.8%	96.8%	97.1%	95.3%	97.4%	97.4%	97.0%
Grade 02	98.2%	97.4%	97.2%	95.7%	97.1%	97.1%	97.1%
Grade 03	98.2%	97.3%	96.4%	94.5%	96.7%	97.2%	96.7%
Grade 04	97.9%	97.4%	97.2%	95.5%	97.4%	97.2%	97.1%
Grade 05	98.4%	97.6%	96.8%	96.9%	97.7%	97.8%	97.5%
19 Total	97.8%	97.0%	96.5%	95.1%	96.9%	97.0%	96.7%

More students were on a Principal's plan in 2018-2019 than in 2019-2020.						
Enrollment increased from 2018-2019 to 2019-2020.						
The overall attendance rate for students increased by .5% from 18-19 to 19-20.						
The amount of overall behavior incidents reported in Review 360 decreased from 2018-2019 to 2019-2020.						

Data from 2018-19:

- Attendance rate for the year was 96.6%
- District attendance rate was 95.9%

Campus Attendance Summary Report: 2018-19

Garland ISD - Sewell ES

All groups	Campus			District		
	Total Enrollment	%	% Attendance Rate	Total Enrollment	%	% Attendance Rate
ALL	669	100.0	96.6	25678	100.0	95.9
Hispanic	144	21.5	95.6	13964	54.4	96.1
Black	144	21.5	97	4430	17.3	95.6
White	223	33.3	96	4087	15.9	95.2
Asian	119	17.8	98	2335	9.1	97
Eco Dis	325	48.6	96.4	17847	69.5	96
ELL	117	17.5	96.9	11498	44.8	96.7
SPED	87	13.0	94.7	2680	10.4	94.7
GT	25	3.7	97	1163	4.5	97.5
Female	328	49.0	96.6	12373	48.2	95.9
Male	341	51.0	96.5	13304	51.8	95.9

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Carried over from 2018-19: Average yearly attendance for 2018-19 for SPED students is 94.7%. **Root Cause:** Medical needs, lack of parent knowledge regarding attendance policies, and motivation to attend school regularly.

Problem Statement 2: The percentage of student absences (excused and unexcused) increased by 8% from 2018/2019-2019/2020. **Root Cause:** Parents may not realize the breadth and depth of the content covered in one school day; therefore, don't understand the impact of one missed school day on student learning. Also, parents may need more support when it comes to basic needs like transportation.

Student Learning

Student Learning Summary

==Due to the COVID-19 pandemic, we were unable to take the state academic assessments. As a result, the 2018-2019 STAAR data and 2019-2020 local assessment data were utilized to determine the strengths and areas for improvement.==

==Data from 2019-20==

1)	All grade levels above district averages on Math CBAs		
2)	69% of kindergarten students met their MOY growth on MAP Math & Reading		
3)	At MOY 67% of 2nd graders were reading on grade level per district DRA guidelines.		
4)	At MOY, more than 50% of students in each grade level met their MAP math projected growth measurement in kindergarten (69%), second grade (63%) and fifth grade (51%).		
5)	At MOY, more than 60% of students in each grade level met their MAP reading projected growth measurement in kindergarten (69%), second grade (62%) and fifth grade (66%).		

3rd Grade Reading - at or below district average on CBA 1-4						
SPED Math and Reading CBAs below district average in all grade levels						
At MOY, only 29% and 31% of 1st and 3rd graders, respectively, were reading on grade level per district DRA guidelines.						
At MOY, only 48% students in 1st and 3rd grade and 49% students in 4th grade met their MAP math projected growth measure.						
AT MOY, only 41% of 1st graders, 50% of fourth graders, and 53% of 3rd graders met their MAP reading projected growth measure.						

Data from 2018-19:

- **EOY MAP Math:**

Kinder: 74% of students met their projected EOY growth goal

1st: 63% of students met their projected EOY growth goal
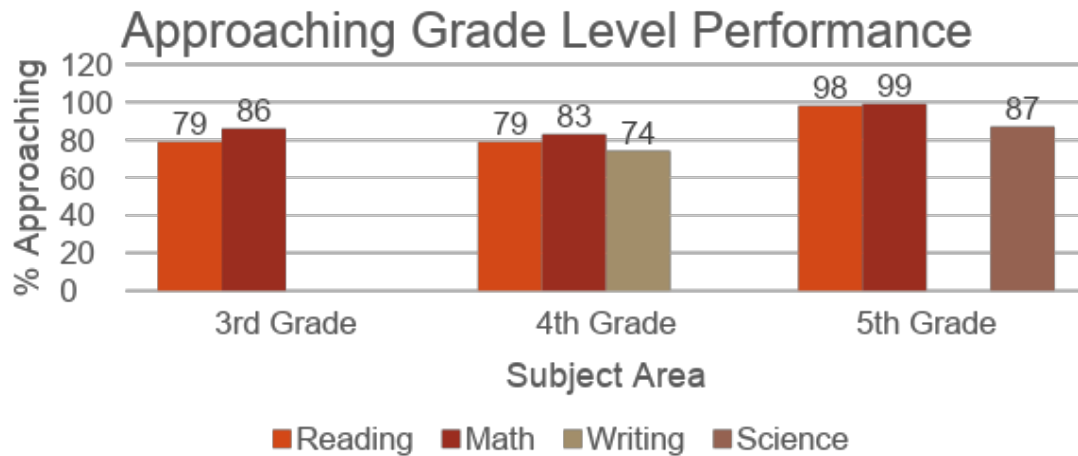
4th: 68% of students met their projected EOY growth goal

- **EOY MAP Reading:**

Kinder: 68% of students met their projected EOY growth goal

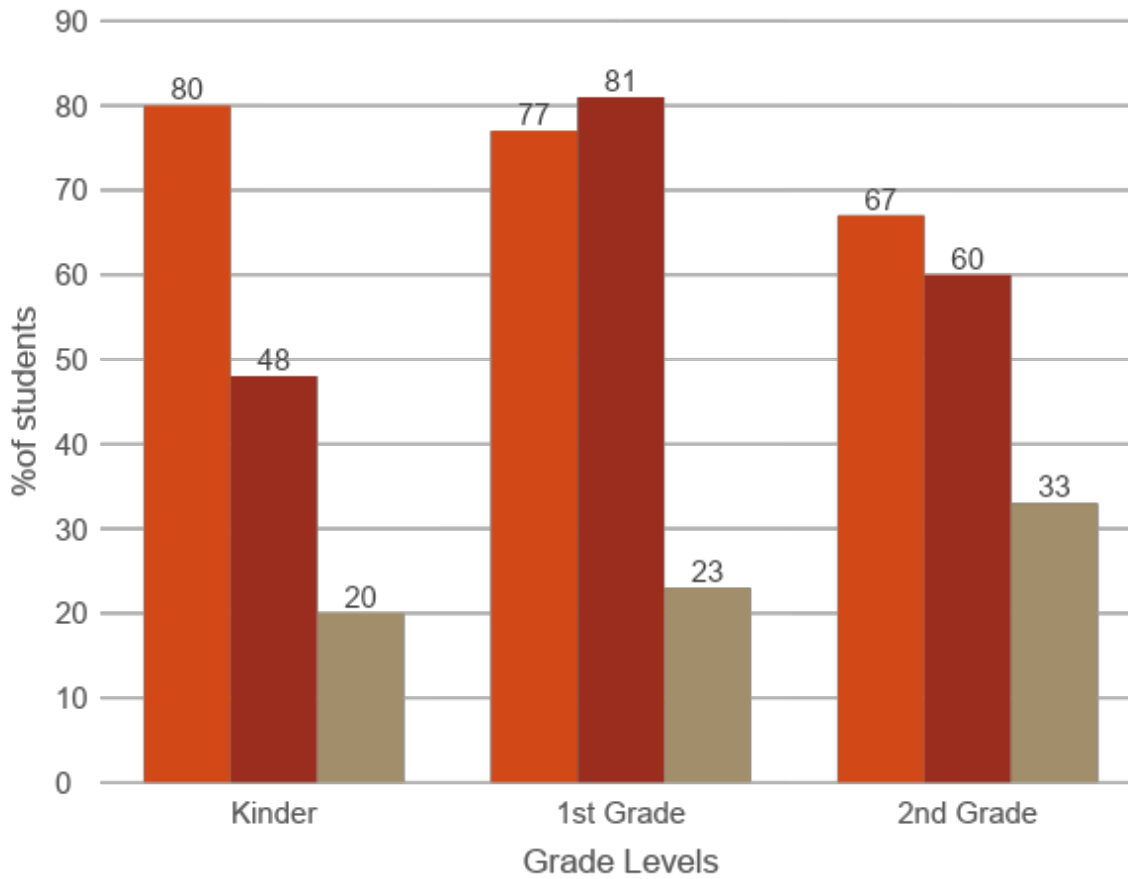4th: 72% of students met their projected EOY growth goal

5th: 62% of students met their projected EOY growth goal

All Students

	Rdg	Math	Wrtg	Sci
Approaches	86	89	74	87
Meets	51	56	34	62
				31
Masters	29	39	8	

DRA EOY Results K-2

Legend:
- % of students at the expected EOY Reading level
- % of students making adequate reading growth

Data values:
- Kinder: 80, 48, 20
- 1st Grade: 77, 81, 23
- 2nd Grade: 67, 60, 33

Y-axis: %of students
X-axis: Grade Levels

■% of students not at the expected EOY Reading level

Student Learning Strengths

All grade levels above district averages on Math CBAs						
69% of kindergarten students met their MOY growth on MAP Math & Reading						
At MOY 67% of 2nd graders were reading on grade level per district DRA guidelines.						
At MOY, more than 50% of students in each grade level met their MAP math projected growth measurement in kindergarten (69%), second grade (63%) and fifth grade (51%).						
At MOY, more than 60% of students in each grade level met their MAP reading projected growth measurement in kindergarten (69%), second grade (62%) and fifth grade (66%).						

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.

Problem Statement 2 (Prioritized): 29% of 1st graders and 31% of 3rd graders were reading on grade level per district DRA guidelines at MOY. **Root Cause:** Inconsistencies in district curriculum, 25% of 1st graders had 10 or more absences in the 1st semester, ineffective or no systematic training in teaching reading for staff

Problem Statement 3 (Prioritized): Carried over from 2018-19: White, Asian, and SPED groups did not meet the target for Domain 3 (student achievement) on STAAR. **Root Cause:** Many students in these subpops counted multiple times in Domain 3 therefore ongoing data analysis for target groups should be more consistent. Differentiated strategies during small group instruction and whole group instruction were not utilized effectively for special populations.

Problem Statement 4 (Prioritized): Carried over from 2018-19: Hispanic and SPED pops did not meet the growth targets for Domain 3 on STAAR. **Root Cause:** Ongoing data analysis for target groups should be more consistent. Rigor/consistency of SPED instruction needs to improve. ELL strategies should be monitored more consistently & student achievement monitored at more frequent intervals.

Problem Statement 5 (Prioritized): Carried over from 2018-19: 74% of 4th grade students approached grade level on STAAR Writing & 34% met grade level. **Root Cause:** Lack of consistency, alignment, effective differentiation, and training on the integrated Reading/Writing curriculum.

School Processes & Programs

School Processes & Programs Summary

Data from 2019-20:

8% of all consequences were exclusionary as compared with 8.8% the previous year. The highest percentages of incidents among black students included name-calling, persistent misbehavior, physical confrontation. Hispanic students: disorderly conduct, physical confrontation, and class disrutpion. All students: disorderly conduct, physical confrontation, and name-calling.

Our campus develops leaders through our committees and special projects. Each committees' responsibility is outlined at the beginning of the school year. Depending on the committee, we have one-on-one meetings and check-ins with those committee leaders (i.e. AVID site team leads, PBIS team, GT lead teacher).

What is our process for developing a focused improvement plan that addresses the root causes of low performance? Are our stakeholders involved in this process? How do we track progress towards intended outcomes or performance objectives?	MAP Data, Grade level tier documentation
1. After BOY MAP testing, meet as a grade level. 2. Look at data from MAP testing. 3. Place students in needed intervention groups. 4. Start needed RTI paperwork. 5. Complete Fall MAP Projected Proficiency on the 'MAP Proficiency Projections: Review and Next Steps' paperwork. 6. List next steps before MOY MAP (for example: intervention 3x per week & tutoring, Imagine Math/GT project etc.). 7. Monitor progress during first semester. 8. Meet again after MOY MAP testing. 9. Tweek groups based on MOY MAP scores and teacher input. 10. Either start or revisit existing RTI paperwork. 11. Complete the Winter MAP Projected Proficiency on the 'MAP Proficiency Projections: Review and Next Steps' paperwork. 12. List next steps before STAAR testing and EOY MAP.	

What programs are operating in a school? Are these programs aligned with our vision, mission, goals, and values? Do our programs focus on a safe environment and high expectations?	**PRIDE Slips** **Class Dojo House Points** **Family Engagement Survey**
We have several programs in place to promote a safe environment and focus on high expectations. 1. Sewell's PBIS (Positive Behavioral Intervention Strategies) team presents our school's process and procedures during staff development. This team also meets monthly to review behavior data, processed in place, and any concerns. 2. PRIDE is Sewell's acronym that represents our school's values: P-Politeness, R-Responsibility, I-Integrity, D-Discipline, and E-Effort. These values are reviewed each morning on our school announcements. Posters with the PRIDE acronym are displayed in each of the following areas: hallway, cafeteria, restroom, and gym. Specific behaviors are listed by each letter of PRIDE to reflect the expected behavior in each location. 3. PRIDE slips are used to recognize students displaying our school's values of politeness, responsibility, integrity, discipline, and effort. Each teacher is given a set number of PRIDE slips each six weeks. Students are able to pick a prize when they turn their slip into a bucket. PRIDE slips are drawn for prizes and 'pizza with the principal' at awards assemblies each six weeks. 4. A house system is in place in which each students is randomly placed. Each house represent a character trait: Nitor (purple)-responsibility, Dignatate (orange)-dignity, Ethica (blue)-integrity, and Gratia (green)-gratitude. Students list their house on their pride slips. Points for each house are tallied as PRIDE slips are collected. Our school has house meetings each semester to relect on what that particular house stands represents. House parties are held for the house with the most points each semester. 504, AVID, Dyslexia, GT, SPED. Restorative practices have been put into place.	

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.	Imagine Learning data
The personal technology plan will be coming from the district. Right now, we have about 30 devices (1:4) for each grade level, not including the 50 desktops in the computer lab. The district provides Imagine Math and Imagine Language & Literacy programs for all students. This individualized program (with access to a live, certified tutor) provides for personalized learning experiences for our students. Students are able to progress beyond their specific grade level. Our district's technology platform, ReadyHub, provides numerous programs that provide opportunities for personalized learning experiences. Google classroom allows for blended learning for students.	

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?	
Our district's online curriculum helps provide a year-long scope and sequence. Teachers are provided with a calendar for teaching specific concepts and TEKS. This guides teachers as they plan lesson and account for learning expectations. The district also provides curriculum based assessments to assess TEKS that were expected to be taught based on the year-long scope and sequence. PD is provided on district iniatives like Balanced Literacy Administrator Walk Throughs	
Are our lesson plans and instruction, objective and data driven? Do they include critical thinking, formative assessments, and interventions?	MAP Data, Curriculum Unit Test Results, Classwork Grades, Teacher Observation
Lesson plan samples were consistent in having critical thinking and intervention and enrichment strategies. District unit curriculum test results as well as other formative assessments are reviewed to help guide intervention, lesson plans, and instruction.	
Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.	
It is the goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. Technology is integrated throughout the online curriculum across subjects and grade levels. Sewell does not have a formal plan for the integration of technology.	AUP Forms, Lesson plans
What are the procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary?	
GISD places a strong emphasis on unity within the district as well as college readiness. The online curriculum provides a guide to all teachers at every grade level within the district. This helps streamline transitions within the school district when changing schools whether that be during the school year or moving from one grade level to the next. Many resources are provided to students including parent education sessions, services from counselors, resources on school websites, telephone calls, and e-mails from the district. Skyward is a uniform program provided to students that provides support to students by providing access to grades, testing information, attendance, school lunch account balances, and much more.	GISD Online Currciulum, School Websites, Districtwide Communication
What are the significant findings in classroom management? Explain procedures used to reduce overuse of discipline practices that remove students from the classroom.	

What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?	
No data sources found for classroom management Comparing Fall and Winter MAP data, RIT percentiles went down in 1st, 3rd, 4th, and 5th grades. Additional data is needed to see if the decrease correlated with classroom management, instruction, or a combination of both. PD was developed to address overuse of discipline practices that remove students from the classroom and was scheduled to be given the week staff returned from Spring Break. Candace Harris and Mary Murray as Behavior Lead Teachers support classroom teachers. Response to Intervention Process: Behavior Support is followed https://drive.google.com/drive/u/0/search?q=behavior%20rti	Sewell Staff Handbook, Review 360 data, Student Management PLCs

Data from 2018-19:

- Discipline incidents were documented consistently by staff
- Exclusionary discipline data showed the following:

•184 Total Referrals listed out of 676 students
•69 students listed; 16 students coded as SpEd
•Repeat offenders (49 out of the 69)
•5+ referrals   4   (3 of these SpEd)
•3-4 referrals   13   (5 of these SpEd)
•2 referrals   32   (10 of these SpEd)

School Processes & Programs Strengths

Data from 2019-20:

RTI process is effective resulting in students being identified and moving through tiers based on data.						
100% of teachers use a 'MAP Proficiency Projections: Review and Next Steps' paperwork to track progress of every student towards intended outcomes or performance objectives.						
95% of classroom and specials teachers are remaining at Sewell for the upcoming school year.						

Data from 2018-19:

- Discipline incidents were documented consistently by staff
- Exclusionary discipline data showed the following:

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•5+ referrals   4   (3 of these SpEd)
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•2 referrals   32   (10 of these SpEd)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.

Problem Statement 2 (Prioritized): Unwarranted calls for administrative presence in classrooms and unwarranted calls for the Core Team led to the development of professional development for general education staff regarding the implementation of BIPs to gain a clearer understanding of staff's role with implementing a behavior plan before, during, and after a problem behavior arises. Due to school closure, the PD has not yet been provided. **Root Cause:** Inadequate training and staff knowledge of behavior interventions and effectively implementation of a BIP.

Problem Statement 3 (Prioritized): Black students represent 36% of office referrals and 22% of the population. Hispanic students represent 30% of office referrals and 21% of the population. **Root Cause:** Diversity and inclusion efforts are not enough to address implicit staff bias.

Problem Statement 4: Carried over from 2018-19: Most common reason for discipline referral is physical confrontation **Root Cause:** Inconsistent and unclear expectations and student accountability Lack of relationship building/ cultural understanding. Students don't have a bank of emotional coping strategies. Edit Associated Areas

Perceptions

Perceptions Strengths

Parents receive information in a language which they can understand.							
Parents feel the campus is a safe place for their child.							
Classroom and common area expectations are comunicated to students and parents.							
The school uses a variety of ways to communicate with parents.							
Teachers are willing to provide help before and after school.							

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the risk load analysis "HI Risk factor percent" is in the red 50%. **Root Cause:** % of students with disabilities, number of languages spoken, and counselor to student ratio.

Priority Problem Statements

Problem Statement 1: Carried over from 2018-19: Average yearly attendance for 2018-19 for SPED students is 94.7%.

Root Cause 1: Medical needs, lack of parent knowledge regarding attendance policies, and motivation to attend school regularly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 29% of 1st graders and 31% of 3rd graders were reading on grade level per district DRA guidelines at MOY.

Root Cause 2: Inconsistencies in district curriculum, 25% of 1st graders had 10 or more absences in the 1st semester, ineffective or no systematic training in teaching reading for staff

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Carried over from 2018-19: White, Asian, and SPED groups did not meet the target for Domain 3 (student achievement) on STAAR.

Root Cause 3: Many students in these subpops counted multiple times in Domain 3 therefore ongoing data analysis for target groups should be more consistent. Differentiated strategies during small group instruction and whole group instruction were not utilized effectively for special populations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Unwarranted calls for administrative presence in classrooms and unwarranted calls for the Core Team led to the development of professional development for general education staff regarding the implementation of BIPs to gain a clearer understanding of staff's role with implementing a behavior plan before, during, and after a problem behavior arises. Due to school closure, the PD has not yet been provided.

Root Cause 4: Inadequate training and staff knowledge of behavior interventions and effectively implementation of a BIP.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Black students represent 36% of office referrals and 22% of the population. Hispanic students represent 30% of office referrals and 21% of the population.

Root Cause 5: Diversity and inclusion efforts are not enough to address implicit staff bias.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the risk load analysis "HI Risk factor percent" is in the red 50%.

Root Cause 6: % of students with disabilities, number of languages spoken, and counselor to student ratio.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Carried over from 2018-19: 74% of 4th grade students approached grade level on STAAR Writing & 34% met grade level.

Root Cause 7: Lack of consistency, alignment, effective differentiation, and training on the integrated Reading/Writing curriculum.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Carried over from 2018-19: Hispanic and SPED pops did not meet the growth targets for Domain 3 on STAAR.

Root Cause 8: Ongoing data analysis for target groups should be more consistent. Rigor/consistency of SPED instruction needs to improve. ELL strategies should be monitored more consistently & student achievement monitored at more frequent intervals.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID.

Root Cause 9: Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 46% in 2019 to 90% by 2025. (SY2021) interim goal = 57.7.

    Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

    Summative Evaluation: None

Strategy 1: 1) Intervention specialist, ELST, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly, learning meetings, and planning days each semester that include : a) effectively aligning reading/writing instruction through consistent scheduling of the balanced literacy components including guiding reading, interactive read aloud, shared reading & reader's/writer's workshop b) analyzing MAP data and DRA assessments to determine appropriate concepts to spiral into future lessons and activities and for guided reading instruction. c) collaboratively designing and delivering mini-lessons and activities driven by MAP data, formative assessments, mock STAAR data, IL, and DRA assessments to re-teach low performing TEKS in small group setting. d) creating & implementing Reading instructional agreements that outline "look-fors" during the 120 minute reading/writing block.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 1. MAP quadrant reports after MOY & EOY showing 75% of students in quadrants #1 or 2 (high growth/high achiever &/or high growth/low achiever)

2. MAP MOY reports showing 75% of students meeting their Reading goal.

3. Lesson plans showing effective planning of mini-lessons with LO's and DOLs clearly stated and implemented.

4. Formative assessment data and unit assessment data that shows improvement from the previous assessment.

5. List of "look-fors for balanced literacy block & walkthrough feedback.

Staff Responsible for Monitoring: Administration
Teachers
Interventionist
ISTs

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

Problem Statements: Student Learning 2, 3

Funding Sources: Reading materials for differentiated reading groups including software - 199 - PIC 24 State Comp Ed Funds - $4,493

Strategy 2: 2) K-5 Reading teachers will participate in job-embedded walkthroughs to view the "look-fors" in action in colleague's classrooms. Teachers will provide written reflection data to their colleagues regarding the visits/look-fors as well as attend workshops focused on improving reading/writing instruction....look-fors will specifically include implementation of DOLs and LOs as well as specific differentiation strategies for our SPED population.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 1. Teacher lesson plans with Balanced Literacy components & look-fors evident.

2. Classroom walkthroughs showing effective implementation of the balanced literacy components, differentiation for SPED students, and effective implementation of LOs and DOLs.

Staff Responsible for Monitoring: Administrators
Reading/Writing teachers
Interventionist
ISTs

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

Problem Statements: Student Learning 2, 3

Strategy 3: 3) All teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including ELL, SPED, GT & Asian special populations) by providing targeted skill-based instruction including visuals/anchor charts to better serve the needs of diverse learners.	**Reviews**			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, DRA, IL, report card grades in reading/writing).

2. Classroom walkthrough data showing effective use of small group instruction including opportunities for students to use one-to-one technology resources for lesson differentiation.

Staff Responsible for Monitoring: Administrators
Teachers
SPED team
Sheltered Instruction Lead teacher

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

Problem Statements: Student Learning 2, 3

Funding Sources: supplies and materials for small group instruction including technology software and hardware and equipment to create visuals/anchor charts - 6300 Supplies and Materials- Title I Funds - $19,799

Strategy 4: 4) Each grading cycle, K-5th grade teachers will guide 100% of students in setting academic reading goals based on their own individual level of performance on MAP and/or IL (ELL students).	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL) **Staff Responsible for Monitoring:** Administrators Classroom teachers SPED teachers Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	Apr	June

Strategy 5: Interventionist, classroom teachers, special education staff, and ESL instructional aide, will serve students in targeted intervention and/or enrichment sessions throughout the year.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, DRA, CBAs, report cards, etc. **Staff Responsible for Monitoring:** Interventionist, ESL support aide, classroom teachers, Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** materials for intervention and/or enrichment sessions and small group intervention including technology hardware and software and visuals. - 6300 Supplies and Materials- Title I Funds - $5,000	Nov	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.
Problem Statement 2: 29% of 1st graders and 31% of 3rd graders were reading on grade level per district DRA guidelines at MOY. **Root Cause:** Inconsistencies in district curriculum, 25% of 1st graders had 10 or more absences in the 1st semester, ineffective or no systematic training in teaching reading for staff
Problem Statement 3: Carried over from 2018-19: White, Asian, and SPED groups did not meet the target for Domain 3 (student achievement) on STAAR. **Root Cause:** Many students in these subpops counted multiple times in Domain 3 therefore ongoing data analysis for target groups should be more consistent. Differentiated strategies during small group instruction and whole group instruction were not utilized effectively for special populations.
School Processes & Programs
Problem Statement 1: The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 35.8% in 2019 to 70% by 2025. (SY20-21 interim goal = 43.2%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Summative Evaluation: None

Strategy 1: 1) Intervention specialists, SPED teachers, and classroom Reading/Writing teachers will participate in PLC's weekly & learning meetings each semester that include :	Reviews			
	Formative			**Summative**
a) effectively aligning reading/writing instruction through consistent scheduling of the balanced literacy components including reader's/writer's workshop	**Nov**	**Feb**	**Apr**	**June**
b) collaboratively designing and delivering mini-lessons based on the formative assessment writing data.				
c) creating specific Writing instructional agreements for their grade level that outline "look-fors" for Writer's Workshop. **Strategy's Expected Result/Impact:** 1. Student writing samples showing effective use of writing skills. 2. Lesson plans showing effective planning of writing mini-lessons. 3. Formative assessment data and unit assessment data that shows improvement from the previous assessment. 4. List of "look-fors for Writer's workshop & walkthrough feedback. **Staff Responsible for Monitoring:** Administrators Teaching & Learning Dept. ISTs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Strategy 2: 2) All teachers will utilize small group instruction for writing (including writing conferencing) with students weekly on specific targets and support individual student needs (including ELL, SPED, GT & Asian special populations).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, DRA, IL, report card grades in reading/writing) 2. Classroom walkthrough data showing effective use of writing conferencing with students. **Staff Responsible for Monitoring:** Administrators Teachers SPED teachers ISTs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 45.6% in 2019 to 76% by 2025. (SY20-21 interim goal = 46.0%)

Evaluation Data Sources: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation: None

Strategy 1: 1) Instructional LPAC meetings will be held as needed each grading cycle for ELL students not meeting grade level expectations. Strategies for ELL success will be discussed along with supports/resources available.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. ELL students will show increased levels of performance on mock STAAR, report card grades, MAP data, IL data and DRA assessments.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: LPAC Administrator Classroom teachers SPED teachers ESL Instructional aide				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 2, 3				
Strategy 2: 2) Teachers will receive training and coaching of high-quality ELL instruction that includes the use of the ELPS toolkit & Imagine Learning resources.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. ELL students will show increased levels of performance on mock STAAR, report card grades, MAP data, IL data and DRA assessments.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: LPAC Administrator Classroom teachers ESL instructional aide				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				
Problem Statements: Student Learning 2, 3				
Strategy 3: Interventionist, ESL certified classroom teachers, special education staff, and ESL instructional aide, will serve students in targeted intervention and/or enrichment sessions throughout the year based on the disaggregation of individual student data for the purpose of improved language acquisition.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, DRA, CBAs, report cards, etc.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: ESL certified staff, Interventionist, SPED staff, ESL instructional aide, and administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 1 - School Processes & Programs 1				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.
Problem Statement 2: 29% of 1st graders and 31% of 3rd graders were reading on grade level per district DRA guidelines at MOY. **Root Cause:** Inconsistencies in district curriculum, 25% of 1st graders had 10 or more absences in the 1st semester, ineffective or no systematic training in teaching reading for staff
Problem Statement 3: Carried over from 2018-19: White, Asian, and SPED groups did not meet the target for Domain 3 (student achievement) on STAAR. **Root Cause:** Many students in these subpops counted multiple times in Domain 3 therefore ongoing data analysis for target groups should be more consistent. Differentiated strategies during small group instruction and whole group instruction were not utilized effectively for special populations.
School Processes & Programs
Problem Statement 1: The academic and social emotional needs of students were not met with 100% success during the Spring of 2020 due to COVID. **Root Cause:** Students were not physically in school for the last 3 months of the school year. Data shows that 1/2 of the student population was not as "engaged" in learning online as necessary for continued academic success.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 62.6% in 2019 to 80% by 2025. (SY20-21 interim goal = 67.4%)

Evaluation Data Sources: STAAR spring administration testing data file (accountability subset)

Summative Evaluation: None

Strategy 1: 1) Small group targeted instruction in 5th grade Science will take place as part of the I-time rotation. Students will be grouped based on need and targeted groups such as ELs, GT, SPED, Asian, Hispanic, ED, & White will be monitored through formative assessments.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Student achievement in Science will increase specifically for subpopulations (ED, White, Asian, GT, Hispanic & SPED) **Staff Responsible for Monitoring:** Administration 5th grade teachers Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 5 on STAAR Mathematics, will increase from 71% in 2019 to 90% by 2025. (SY20-21 interim goal = 74.6%

    Evaluation Data Sources: STAAR spring administration testing data file (first-time testers only; accountability subset)

    Summative Evaluation: None

Strategy 1: 1) 1) Intervention specialists, SPED teachers, and classroom Math teachers will participate in PLC's weekly, learning meetings, and planning days each semester that include : a) analysis of MAP data and Unit assessments to monitor EL learners, SPED, Hispanic, Asian, Economically Disadvantaged, and White students and determine appropriate concepts to spiral into future lessons and activities and to plan for reteach. b) collaboratively designing and delivering mini-lessons and activities for small groups driven by MAP data, formative assessments, mock STAAR data, to re-teach low performing TEKS in small group setting with posted visuals and anchor charts focused on the high-leverage TEK.	Reviews			
	Formative			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, DRA, IL, report card grades in Mathematics). 2. Classroom walkthrough data showing effective use of small group instruction.				
Staff Responsible for Monitoring: Administration Classroom Teachers Interventionist SPED teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 3				

Strategy 2: 2) All math teachers will utilize small group teacher-led & student led instruction to specifically target and support individual student needs (including ELL, SPED, GT & Asian special populations).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. Student assessment data showing steady gains from grading cycle to grading cycle (MAP, report card grades, unit assessments in math). 2. Classroom walkthrough data showing effective use of small group instruction including implementation of one-to-one technology devices .	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators ISTs Interventionist Teachers SPED team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				
Problem Statements: Student Learning 3				
Funding Sources: supplies and materials for small groups including technology software and hardware - 6300 Supplies and Materials- Title I Funds - $10,000				

Strategy 3: 3) Each grading cycle, K-5th grade math teachers will guide 100% of students in setting academic goals based on their own individual level of performance on MAP.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. Student data tracking sheets showing steady gains from one assessment to the next. 2. Student assessment data showing improvements from grading cycle to grading cycle (STAAR, MAP, IL)	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Classroom teachers SPED teachers Interventionist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 4: Interventionist, classroom teachers, and special education staff will serve students in targeted intervention and/or enrichment sessions throughout the year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased student achievement levels according to MAP, DRA, CBAs, report cards, etc.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Math teachers, administration, Interventionist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
Funding Sources: materials for targeted intervention/remediation and/or enrichment sessions - 6300 Supplies and Materials- Title I Funds - $10,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: Carried over from 2018-19: White, Asian, and SPED groups did not meet the target for Domain 3 (student achievement) on STAAR. **Root Cause:** Many students in these subpops counted multiple times in Domain 3 therefore ongoing data analysis for target groups should be more consistent. Differentiated strategies during small group instruction and whole group instruction were not utilized effectively for special populations.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 8.0% in 2020, 8.8% in 2019 to 35% by 2025. (SY20-21 interim goal = 8.3%)

    Evaluation Data Sources: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

    Summative Evaluation: None

Strategy 1: 1) A PBIS lead team will be developed to train, coach, and support classroom teachers on PBIS strategies (Positive Behavior Interventions & Supports) including:
a. Common areas such as the cafe, dismissal, and hallway processes/procedures will be restructured to ensure student success.
b. Implementation of the Principal's 200 board to acknowledge positive behaviors.
 	
    Strategy's Expected Result/Impact: 1. Student discipline incidents will decrease.
    2. Positive behaviors will be acknowledged on a more consistent basis.
 	
    Staff Responsible for Monitoring: Administration
    PBIS team
 	
    Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals
 	
    Problem Statements: School Processes & Programs 2, 3
	Reviews			

	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2: 2) SEL time will be including in the master schedule to facilitate the teaching of lessons to enhance students' social and emotional skills.
    Strategy's Expected Result/Impact: 1. Student discipline incidents for physical confrontation and other emotional reasons will decrease.
 	
    Staff Responsible for Monitoring: Administration
    Teachers
    Counselor
 	
    Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals
	Reviews			

	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3: 3) Engage parents on SEL components, PBIS strategies for better integration & communication between home and school.
    Strategy's Expected Result/Impact: 1. Increase in parent involvement.
 	
    2. Increase in higher quality communication between home and school.
 	
    Staff Responsible for Monitoring: Administration
    Teachers
 	
    Title I Schoolwide Elements: 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture
 	
    Problem Statements: School Processes & Programs 3
 	
    Funding Sources: Supplies for parent meetings - 6300 Parent Involvement. Supplies T1 - $2,015
	Reviews			

	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. **Strategy's Expected Result/Impact:** Increased awareness of 100% of parents of the campus Parent Involvement Policy. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	0%	0%	0%	

Strategy 5: Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences). **Strategy's Expected Result/Impact:** Increased awareness and collaboration among home and school. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	0%	0%	0%	

Strategy 6: Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness. **Strategy's Expected Result/Impact:** 5th graders and families will be more informed and prepared for 6th grade. **Staff Responsible for Monitoring:** None **TEA Priorities:** Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	0%	0%	0%	

Strategy 7: Campus will provide opportunities for training on cultural diversity, building relationships with students, and working with students from different populations to address disproportional discipline consequences. **Strategy's Expected Result/Impact:** Disproportionate discipline consequences will decrease from 2019-20 to 2020-21. **Staff Responsible for Monitoring:** Administration and classroom teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 2: Unwarranted calls for administrative presence in classrooms and unwarranted calls for the Core Team led to the development of professional development for general education staff regarding the implementation of BIPs to gain a clearer understanding of staff's role with implementing a behavior plan before, during, and after a problem behavior arises. Due to school closure, the PD has not yet been provided. **Root Cause:** Inadequate training and staff knowledge of behavior interventions and effectively implementation of a BIP.
Problem Statement 3: Black students represent 36% of office referrals and 22% of the population. Hispanic students represent 30% of office referrals and 21% of the

population. **Root Cause:** Diversity and inclusion efforts are not enough to address implicit staff bias.

Title I Personnel

Name	Position	Program	FTE
Julie Boudreaux	Intervention Specialist	Title I, Part A	1.0

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Veronica Gutierrez	Counselor
Parent	Tebra Kolath	Parent
Business Representative	Simon Kolath	Business Representative
Classroom Teacher	Dedreion Buckner	4th Grade Teacher
Classroom Teacher	Belinda Katz	SpEd Self-Contained
Classroom Teacher	Mary Murray	1st Grade Teacher
Classroom Teacher	Jeanne Decker	3rd Grade Teacher
Community Representative	Robert Sewell	Community Representative
Paraprofessional	LaToya Wheeler	ELL Aide
Paraprofessional	Amy Gonzales	SpEd Aide
Administrator	Kim Marsh	Principal
Administrator	Mie Williams	Assistant Principal
Parent	Tanisha Jackson	Parent
Community Representative	Clara Guthrie	Community member

Campus Funding Summary

			199 - PIC 24 State Comp Ed Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading materials for differentiated reading groups including software		$4,493.00
				Sub-Total	$4,493.00
				Budgeted Fund Source Amount	$4,493.00
				+/- Difference	$0.00
			6300 Supplies and Materials- Title I Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	supplies and materials for small group instruction including technology software and hardware and equipment to create visuals/anchor charts		$19,799.00
1	1	5	materials for intervention and/or enrichment sessions and small group intervention including technology hardware and software and visuals.		$5,000.00
1	5	2	supplies and materials for small groups including technology software and hardware		$10,000.00
1	5	4	materials for targeted intervention/remediation and/or enrichment sessions		$10,000.00
				Sub-Total	$44,799.00
				Budgeted Fund Source Amount	$44,799.00
				+/- Difference	$0.00
			6300 Parent Involvement. Supplies T1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	3	Supplies for parent meetings		$2,015.00
				Sub-Total	$2,015.00
				Budgeted Fund Source Amount	$2,015.00
				+/- Difference	$0.00
				Grand Total	$51,307.00

Addendums