

**La Porte Independent School District**  
**Bayshore Elementary**  
**2022-2023 Campus Improvement Plan**

Accountability Rating: C



# Mission Statement

The Bayshore Elementary staff seeks to promote and develop the growth of our students academically, socially and emotionally within a safe learning environment.

## Vision

**We are committed to creating a school that knows no limits to the academic success of each student.**

**A La Porte ISD graduate is:**

*Bulldog Proud...*

Possesses confidence about the future  
Values the total educational experience - academic, extra-curricular, and social  
Stays connected to the LPISD family  
Commits to lifelong support of LPISD programs

*Prepared...*

Possesses academic and technological proficiencies  
Transitions to college and/or career equipped with the skills, goals, and plans for success  
Values honesty and integrity  
Demonstrates effective communication and collaboration skills

*A Citizen...*

Participates in the democratic process  
Exhibits environmental responsibility  
Respects cultural diversity  
Recognizes and responds to community needs

*An Explorer...*

Thinks critically  
Embraces productive membership in the global community

Values lifelong learning  
Welcomes challenge and innovation

*A Producer...*

Recognizes the importance of systems thinking  
Utilizes data and analysis to pragmatically solve problems  
Exhibits courage to take risks and make tough decisions  
Balances achievement and growth in both personal professional life

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bayshore Elementary is one of seven elementary campuses in La Porte Independent School District. Bayshore Elementary opened its doors in 1965 and changed its physical location in January 2010 after Hurricane Ike caused destruction to the original site in September 2008. As of August 4, 2022, Bayshore serves 389 general education students, kindergarten through 5th grades to include two classes of Focus on Communication and Understanding Skills (FOCUS) and one class of Social Academic and Interpersonal Learning (SAIL). Kindergarten through second grade students are served in self-contained classrooms. Third Grade have one departmentalized team and one self-contained classroom per grade level. Fourth and Fifth Grade is departmentalized with three teachers.

The site-based decision-making team looked at last year's program evaluations, reflections from campus events, survey results and the following data: TEA Accountability data, STAAR data, campus benchmarks, BAS, attendance, MAP results, STAR reading, discipline, PEIMS, student data reports to develop our needs assessment and campus improvement plan.

The student population is 5.4% African-American, 48% Anglo, 39.5% Hispanic, with a low socioeconomic status of 55% as of September 2022. The staff population is 3% African-American, 80% Anglo, 17% Hispanic, 7% male and 93% female. Bayshore has 100% of Highly Qualified Teachers and 100% Highly Qualified Paraprofessionals. Teachers have 0-30 years of experience with 10 years or less being the majority. The overall mobility rate for the campus is approximately 17%. The average daily attendance rate for students is 95.6%.

Bayshore Elementary serves 25 Emergent Bilingual (EB) (6%) in the ESL Program. Gifted and Talented Services are provided to 5% of the population. There are 15 students identified as dyslexic and 20% of our students are served through special education services. The school-wide Title 1 program consists of parent involvement activities which include Parent Forums, Parent Compact Conferences and regular parent meetings throughout the year; reading, math and science professional development specifically in the area of vocabulary and problem solving; after school tutoring for students who are struggling in math; and reading, math and science intervention. Our Title III program supports professional development for teachers of EBs in best practices, support materials, and extended day tutorials.

### Demographics Strengths

- Students and staff are exposed to multiple diverse backgrounds based on Bayshore's demographic make up.
- Multiple new construction communities in our zone (Single-family homes and apartments)
- The staff is committed to support restorative practices and implements Circle Time within morning routines.
- The campus participates in a mentor program in which teachers mentor students. This program consists of daily beginning and end of day checkins.

# Student Learning

## Student Learning Summary

Bayshore Elementary received a 'C' (79) in the Texas Education Agency's 2022 accountability rating system. The overall rating, which was scored 80 out of 100, is based on scores in student achievement (67), school progress (82), and closing the gaps (71) among various racial, special populations and socioeconomic groups.

The following table shows BSE's STAAR Data from 2018 - 2022, all performance levels, all grades tested.

All Grade Levels (Approaches or Above)					
Subject	2018	2019	2020	2021	2022
Math	89%	79%	No Test Given (NTG)	64%	65%
Reading	82%	84%		67%	72%
Science	75%	69%		58%	67%
Writing	70%	63%		44%	NTG

The 2022 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade or course and are less likely to need intervention.

2022 Closing the Gaps Summary									
	All	African American	Hispanic	White	EcoDis	EB	Special Ed	Continuously Enrolled	Non-Continuously Enrolled
<b>Reading Target</b>	44%	32%	37%	60%	33%	29%	19%	46%	42%
<b>% at Meets/Masters</b>	38%	30%	37%	44%	36%	28%	13%	39%	37%
<b>Math Target</b>	46%	31%	40%	59%	36%	40%	23%	47%	49%
<b>% at Meets/Masters</b>	33%	10%	38%	32%	27%	34%	9%	36%	26%
<b>Student Success Status Target</b>	47%	36%	41%	58%	38%	37%	23%	48%	45%
<b>% at Meets/Masters</b>	39%	22%	40%	42%	34%	40%	14%	40%	37%

Bayshore Elementary meet Federal Targets in Reading with Hispanic and EcoDis students. The campus failed to meet the Federal Targets in Math or Student

Success Status for the 2021 -2022 school year. The campus remains on the Additional Targeted Support list.

The following table shows BSE's STAAR Data from 2018 - 2022, all performance levels, all grades tested.

	2018			2019			2020	2021			2022		
	App	ME	MA	App	ME	MA		App	ME	MA	App	ME	MA
3 <sup>rd</sup> Grade Math	81%	57%	25%	73%	45%	23%	No Test Given	59%	20%	6%	67%	34%	6%
4th Grade Math	90%	64%	38%	69%	44%	25%		55%	44%	12%	51%	24%	10%
5th Grade Math	96%	61%	26%	97%	62%	39%		75%	47%	21%	76%	44%	21%
3 <sup>rd</sup> Grade Reading	79%	40%	19%	83%	41%	25%		58%	18%	5%	69%	33%	18%
4th Grade Reading	84%	53%	23%	80%	42%	22%		65%	29%	14%	67%	31%	11%
5th Grade Reading	86%	51%	20%	93%	49%	23%		76%	46%	29%	78%	51%	26%
5th Grade Science	75%	33%	12%	68%	23%	6%		59%	24%	10%	68%	31%	10%

The data analysis shows the campus made increases in most test and rating levels.

The following tables shows a comparison of BSE's 2018 - 2022 Math Data at approached grade level or above for all, Economically Disadvantaged ( EcoDis), and Special Education (SPED).

Math	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	81%	72%	No Test Given	61%	69%
4th Grade	90%	69%		55%	52%
5th Grade	96%	97%		75%	74%

Math (Eco Dis)	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	81%	67%	No Test Given	51%	62%
4 <sup>th</sup> Grade	87%	69%		39%	46%
5 <sup>th</sup> Grade	92%	96%		69%	71%

Math (SPED)	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	11%	13%	No Test Given	26%	22%
4 <sup>th</sup> Grade	20%	25%		25%	25%
5 <sup>th</sup> Grade	75%	75%		60%	46%

**An analysis of scores for each student group at each grade level in Math revealed the following:**

- Math scores had an increase of 8% in third grade for the 2022 School year. The 2022 school year added a Math Interventionist and Certified Teacher tutors that assisted with accelerating instruction for our students.
- Math scores are historically decreasing in 4th grade. Possible cause for the decrease in 4th grade could be related to our 3rd grade score decrease and lack of strong foundation math skills.
- Economically Disadvantaged (ECD) scores ranged 2 - 11% higher than the 2021 school year.
- The Special Education (SpEd) students continue to perform lower than other groups.

**The following tables shows a comparison of BSE's 2018 - 2022 Reading Data at approached grade level or above for all, Economically Disadvantaged (EcoDis), and Special Education (SPED).**

Reading	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	79%	83%	No Test Given	57%	67%
4 <sup>th</sup> Grade	84%	80%		65%	67%
5 <sup>th</sup> Grade	86%	93%		76%	77%



Reading (Eco Dis)	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	77%	82%	No Test Given	52%	59%
4 <sup>th</sup> Grade	81%	75%		55%	56%
5 <sup>th</sup> Grade	83%	92%		77%	74%

Reading (SPED)	2018	2019	2020	2021	2022
3 <sup>rd</sup> Grade	44%	63%	No Test Given	37%	11%
4 <sup>th</sup> Grade	0%	50%		13%	33%
5 <sup>th</sup> Grade	38%	75%		60%	23%

**An analysis of scores for each student group at each grade level in Reading revealed the following:**

- All grade levels increased in the approaches category.
- Special Education students (SpEd) consistently have a lower passing rate than other student groups.

**The following table shows a comparison of BSE's 2018 - 2022 Science Data at approached grade level or above for all, Economically Disadvantaged (EcoDis), and Special Education (SPED).**

Science	2018	2019	2020	2021	2022
5 <sup>th</sup> Grade	75%	68%	No Test Given	59%	67%
Science (Eco Dis)					
5 <sup>th</sup> Grade	69%	64%		47%	61%
Science (SPED)					
5 <sup>th</sup> Grade	50%	25%		40%	31%

**An analysis of scores for each student group at each grade level in Science revealed the following:**

- Bayshore Elementary science data shows an increase in passing percentage from previous year.

The following table shows a comparison of Wave 3 data TPRI (1st Grade):

	2021 Wave 3	2022 Wave 3
<b>Measure</b>	<b>Developed</b>	<b>Developed</b>
<b>Blending Word Parts</b>	84%	67%
<b>Blending Phonemes</b>	81%	75%
<b>Deleting Initial Sounds</b>	84%	46%
<b>Deleting Final Sounds</b>	75%	63%
<b>Initial Consonant Substitution</b>	81%	71%
<b>Final Consonant Substitution</b>	100%	94%
<b>Middle Vowel Substitution</b>	100%	94%
<b>Initial Blending Substitution</b>	74%	60%
<b>Blends in Final Position</b>	73%	70%
<b>Word Reading 1</b>	71%	80%
<b>Word Reading 2</b>	61%	70%
<b>Word Reading 3</b>	59%	64%
<b>Word Reading 4</b>	55%	65%

An analysis of the TPRI wave 3 data comparison: (For 2023 we will gather data through MAP Fluency)

- Our students have a strengths (above 85% developed) in Final Consonant Substitution and Middle Vowel Substitution.
- Word Reading has shown an increase from 2021, this could be due to the introduction of Sight Word Lists in First Grade.

The following tables show a comparison of BSE's 2021- 2022 MAP data from Fall to Spring for each grade level (2nd - 5th, Reading and Math, 1st, Math Only)

2021-2022 Fall MAP Math 1 <sup>st</sup> Grade	2021 - 2022 Winter MAP Math 1 <sup>st</sup> Grade	2021 - 2022 Spring MAP Math 1 <sup>st</sup> Grade
<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>
48%ile	46%ile	48%ile

<b>2021 – 2022 Fall MAP Reading 2nd Grade</b>	<b>2021 – 2022 Winter MAP Reading 2nd Grade</b>	<b>2021 – 2022 Spring MAP Reading 2nd Grade</b>		<b>2021 – 2022 Fall MAP Math 2nd Grade</b>	<b>2021 – 2022 Winter MAP Math 2nd Grade</b>	<b>2021 – 2022 Spring MAP Math 2nd Grade</b>
<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>
47%ile	43%ile	48%ile		42%ile	40%ile	45%ile

<b>2021 – 2022 Fall MAP Reading 3<sup>rd</sup> Grade</b>	<b>2021 – 2022 Winter MAP Reading 3<sup>rd</sup> Grade</b>	<b>2021 – 2022 Spring MAP Reading 3<sup>rd</sup> Grade</b>		<b>2021 – 2022 Fall MAP Math 3<sup>rd</sup> Grade</b>	<b>2021 – 2022 Winter MAP Math 3<sup>rd</sup> Grade</b>	<b>2021 – 2022 Spring MAP Math 3<sup>rd</sup> Grade</b>
<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>
47%ile	46%ile	48%ile		43%ile	49%ile	49%ile

<b>2021 – 2022 Fall MAP Reading 4th Grade</b>	<b>2021 – 2022 Winter MAP Reading 4th Grade</b>	<b>2021 – 2022 Spring MAP Reading 4th Grade</b>		<b>2021 – 2022 Fall MAP Math 4th Grade</b>	<b>2021 – 2022 Winter MAP Math 4th Grade</b>	<b>2021 – 2022 Spring MAP Math 4th Grade</b>
<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>
51%ile	46%ile	47%ile		42%ile	39%ile	39%ile

<b>2021 – 2022 Fall MAP Reading 5th Grade</b>	<b>2021 – 2022 Winter MAP Reading 5th Grade</b>	<b>2021 – 2022 Spring MAP Reading 5th Grade</b>		<b>2021 – 2022 Fall MAP Reading 5th Grade</b>	<b>2021 – 2022 Winter MAP Math 5th Grade</b>	<b>2021 – 2022 Spring MAP Math 5th Grade</b>
<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>		<b>Percentile</b>	<b>Percentile</b>	<b>Percentile</b>
47%ile	47%ile	49%ile		42%ile	44%ile	44%ile

**An analysis of the comparison of 2021 - 2022 Fall to Spring MAP data for 1st Grade (math only) and 2nd to 4th Grade (reading and math) reveals the following:**

- The average percentile for 1st grade math, 2nd through 4th grade reading and Math and 5th grade math falls below the 50th percentile mark for each administration. There is also little growth for each administration.

**The following table is a comparison of BSE's 2020 - 2021 Wave 3 data for the Texas Kindergarten Entry Assessment (TX-KEA):**

<b>Measure</b>	<b>2020 - 2021 Wave 3 On-Track</b>	<b>2021 - 2022 Wave 3 On-Track</b>
Vocabulary: Overall Measure	76%	86%
Spelling: Overall Measure	57%	76%
Letter Sounds: Overall Measure	70%	74%
Blending: Overall Measure	67%	60%
Decoding: Overall Measure	57%	74%
Listening Comprehension: Overall Measure	76%	74%
Math: Overall Measure	71%	74%
Science: Overall Measure	71%	98%
Social Emotional Competence	81%	92%

**An analysis of the comparison of 2021 - 2022 Wave 3 Texas Kindergarten shows:**

- Areas of strength (above 85%) - Vocabulary, Science and Social Emotional Competence.

#### **Student Learning Strengths**

Student Academic Achievement Strengths:

- Third, fourth and fifth grade showed growth from previous year.
- First grade students improved their word reading skills.
- Kindergarten foundation skills showed an increase.

Student Academic Achievement Needs:

- Special education group scores in all areas show a significant difference.
- Most students groups missed Federal reading and math targets for the 2022 test administration.
- Increased Tier 1 instruction by providing staff with professional development opportunities.
- Utilize the TEKS Resource System's scope and sequence, instructional focus documents provided by district instructional coaches and monitor curriculum based assessments.

# School Processes & Programs

## School Processes & Programs Summary

The campus at Bayshore Elementary has an administration team composed of the principal, assistant principal, and counselor. Primary teachers are self-contained, while 3rd-5th are departmentalized. Our paraprofessionals support morning, lunch and afternoon duties. Grade levels have a common planning time for planning and the discussion of student data. Campus PLCs provide an avenue to foster communication between staff members. PLC topics include student data discussions, curriculum and instructional strategies, and support teachers professional learning. When new students arrive on campus information is tracked to identify immediate needs. Grade level chairs serve as the lead people on each grade level who pull the data together, meet weekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to AWARE data reports and TEKS Resource System.

The Multi-Tiered Systems of Supports (MTSS) addresses the needs of struggling students. MTSS is embedded in the master calendar at the beginning of each year, in 6 week increments. A campus tutoring schedule is created based on MTSS needs.

The district's curriculum TEKS Resource System, is available to all teachers. TEKS Resource System is implemented by teachers with the support of the district's elementary instructional coaches. Teachers are aware of district priority standards that are spiraled throughout the school year.

We have three interventionists on our campus. One interventionist is trained in dyslexia intervention and focuses on reading with our 3rd -5th grade students. Our other interventionist focuses on math with our second through fifth grade students; however, she also pulls students in need of extra practice in reading. Our third interventionist focus on primary reading (K-2) and LLI intervention.

## School Processes & Programs Strengths

### School Processes and Program Needs

- Academic vocabulary needs to be consistent across grade levels. Increased vertical team meetings will promoted instructional consistency across the campus.
- Increase Tier 1 instructional rigor within reading, math and science

### School Processes and Program Strengths

- A mentoring program is provided for at-risk students in grades 2 - 5.
- Students attend morning labs to focus on building strengths with sight words, math fact fluency and homework.
- Fourth and fifth grade students have the opportunity to join book clubs to foster a love of reading.
- Students receive after school tutorials and enrichment with the ACE after school program.

# Perceptions

## Perceptions Summary

Bayshore Elementary encompasses a diverse community of households and incomes. We have a mobility rate of 17%. When new students arrive an administrator or counselor greets the student and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Bayshore places a priority on parent involvement and strengthening community while working with a core group of parents in PTO. Events are offered throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include, but are not limited, Literacy Night, Supper with Santa, Bingo Night, STEM Night, and Art/GT Creativity Night, Kindergarten Round Up, and Scholar of the Month. Our community encourages us to continue providing activities and involving their participation.

## Perceptions Strengths

### Perceptions Needs:

- Increase membership and parental involvement in our Parent and Teacher Organization (PTO).
- Increased social media presence on Twitter and Facebook by promoting campus celebrations and student recognition.
- Increase

### Perceptions Strengths:

- Bayshore Elementary offers a wide variety of activities to include parents throughout the year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## 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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data



# Goals

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 1:** Strengthen and align the core curriculum and instruction to ensure growth and successful learning for all students.

**High Priority**

**Evaluation Data Sources:** TX-KEA

MAP Fluency, EDC

K-3 BAS reading levels

4-5 AR ZPD/BAS Reading Level





1-5 MAP

2-5 Common Benchmark Assessments

3-5 STAAR

TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize vertically aligned resources, including but not limited to, TEKS Resource System, Envision Math (textbook and software), HMH Reading, Every Day Counts (K-2), Rigby Readers, Study Island, IXL, Xtra Math, Countdown to STAAR (3-5 Math Reading, Writing, and Science), Fast Focus, Think Up, Gauntlet, Stemsscopes. Ensure all resources are rigorous and address grade specific content and state readiness/supporting standards.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing vertically aligned, rigorous resources with fidelity we will see an increase in student achievement and academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize instructional materials, including but not limited to, manipulatives, books and technology devices, specifically designed to meet the varied needs of all students including those identified as Emergent Bilingual (EB), SpEd, and GT, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modes so that all student can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd, and GT, will have an increase in achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide instructional support and professional development on utilizing various types of data, such as but not limited to, BAS, MAP, TX-KEA, TPRI, CBA, Interim Assessments to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to make better informed decisions about core instruction with a better understanding of the data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 2:** Increase the performance of all students and student groups on all 2022- 2023 STAAR assessments in grades 3-5 to 50% of students will Meet expectations in Reading, Math and Science.

**Evaluation Data Sources:** 2023 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct biweekly PLCs with focus on student data discussion in order to identify, intervene, and monitor specific students who show academic need.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the successful implementation of interventions and monitoring progress with fidelity, students will make or exceed expected academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Interventionist Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2, and Tier 3 instruction for targeted student groups, including but not limited to EBs and EcoDis, through small group intervention/tutoring/enrichment for students in Grades 3 -5 before, during and/or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving tiered instruction and enrichment will receive instruction to fill identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on all 2022 - 2023 STAAR Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interventionist - 211 Title I, Part A - \$28,815, Certified Tutors - 211 Title I, Part A - \$18,500 , Interventionist - 282 ARP ESSER III - \$64,272.24, After School Tutorial Transportation - 211 Title I, Part A - \$600, Teacher Tutors - 211 Title I, Part A - \$3,500</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide EB students with educational materials to increase language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at higher rates on TELPAS, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Educational Materials - 263 Title III, LEP - \$1,560</p>	Formative			Summative
	Nov	Jan	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide after school tutoring and enrichment through the ACE program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in the ACE program will get targeted small group instruction in core subject areas. Students will make growth in 2022 - 2023 STAAR Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ACE Program Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 3:** Increase the performance of all student and student subgroups in grades 1st - 5th on MAP Reading and Math (1st Grade Reading Fluency Only) by 10%

**High Priority**

**Evaluation Data Sources:** BAS results (BOY and EOY), Running Records, PLC data review





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the skills outlined by the individual MAP student growth report as one of the determining factors to guide intervention and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the skills outlined by the individual MAP student growth reports, students will make growth from Fall to Spring on the Reading and Math MAP (1st Grade Math Only).</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Interventionist Counselor</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize the individual MAP student growth report and the goal setting template to assist students in setting personal goals related to MAP growth and developing strategies to assist in reaching their goals.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing individual student MAP goals and designing goal specific strategies, students will increase their ownership and accountability of their MAP performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math MAP (1st Grade Math only).</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Special Education teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 4:** Increase performance of all student on BAS, TPRI, and TX-KEA in grades K-2 to a goal of 80% are performing at or above grade level according to district criteria.

**Evaluation Data Sources:** 2022 - 2023 MAP Data  
 TX-KEA  
 MAP Fluency  
 BAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build students' phonemic awareness through explicit phonics instruction.  <b>Strategy's Expected Result/Impact:</b> Increase phonemic awareness in grade K - 2.  <b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers            Reading Interventionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide specific Tier 1, Tier 2, and Tier 3 reading instruction for targeted students through small group/tutoring/intervention/enrichment in Kindergarten - 2nd Grade during the school day and after-school  <b>Strategy's Expected Result/Impact:</b> Student receiving tiered instruction and enrichment will be able to fill in identified gaps in student understanding and/or provide more in depth rigor in areas of strength, thereby increasing student performance on EOY BAS.  <b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal            Interventionists</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide instructional support for teachers specifically in areas of implementing guided reading, addressing targeted reading strategies and administering and utilizing the results of the Benchmark Assessment System (BAS) to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of quality, individualized instructional support in the areas of implementing guided reading, addressing targeted reading strategies and administering and utilizing the results from the Benchmark Assessment System (BAS) students will make or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional support on utilizing the HMH adoption in an effort to provide aligned reading and writing instruction from Kindergarten to 2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> By aligning our reading and writing instruction in the primary grades, students will meet or exceed expected academic growth on the EOY BAS.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionist Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 5:** Increase percentage of students performing at the expected fitness zone standard.





**Evaluation Data Sources:** FitnessGram

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with instruction and practice in all fitness areas testing on the FitnessGram assessment.  <b>Strategy's Expected Result/Impact:</b> Students performing at expected fitness levels.  <b>Staff Responsible for Monitoring:</b> PE Coach</p> <p><b>Title I:</b>                      2.4  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

**Performance Objective 6:** Increase the growth measure from 82 to 85 according to the 2023 STAAR accountability system.





**Evaluation Data Sources:** 2023 STAAR Test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize instructional materials, including but not limited to, manipulatives, books and technology devices, specifically designed to meet the varied needs of all students including those identified as Emergent Bilingual (EB), SpEd, and GT, in an effort to strengthen instruction and provide learning opportunities that meet varied learning modes so that all student can make progress and meet the standards on highly tested TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing varied and engaging instructional materials, all students, specifically those identified as EB, SpEd, and GT, will have an increase in achievement and academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers (including ESL, GT and SpEd certified) Interventionist Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Provide a safe, secure and disciplined learning environment.

**Performance Objective 1:** Create and maintain a safe and secure learning/working environment that is conducive to promoting the physical and mental health of all stakeholders as well as the academic success of our students.

**Evaluation Data Sources:** Campus Crisis Drill Debriefings  
 Safety Walk throughs (Officer Stanley/Administrative)  
 Staff, Student, Parent EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train staff on the Campus Crisis Management Procedures, SRP (Safety Response Protocol), and Navigate 360, including training as well as periodic updates.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be trained and all staff/students will remain safe while in the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly Evacuation Drills (Fire/Hold) and a minimum of two coordinated safety drills per year. (For example, Lockout, Lockdown, and Shelter in Place). We will debrief after each drill in an effort to improve our procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting emergency drills our staff and students will be prepared for emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Provide a safe, secure and disciplined learning environment.

**Performance Objective 2:** Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem and school and community pride.

**Evaluation Data Sources:** Eschool Discipline Report  
Student EOY Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide student anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing appropriate lessons and interventions, there will be a decrease in bullying and peer conflict as well as improvement in peer interactions and social skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote positive character traits and productive work habits through the implementation of a variety of positive behavior supports and student recognitions such as Student of the Month, Positive Behavior Referrals, Bobcat Cards, and Goal Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of positive behavior supports and student recognition, we will decrease negative behaviors and create a culture of positivity among all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Paraprofessional Staff Counselor Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Student Recognition - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Schedule daily and/or weekly check-ins with students who are experiencing behavioral, emotional or social difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting systematic and purposeful check-ins with students who are struggling with behavioral issues, we will build relationships and establish open and honest lines of communication with a desired effect of improving students' social/emotional health.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Attract, develop and retain excellent staff.

**Performance Objective 1:** Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning.





**Evaluation Data Sources:** Staff Retention Rate  
 Staff EOY Surveys  
 Teacher Portfolios

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the school year, we will celebrate the success of staff members (individually and teams) using a variety of different strategies (For example, Verbal Affirmations, Personal Notes, Tokens of appreciation, Monthly celebrations)</p> <p><b>Strategy's Expected Result/Impact:</b> By celebrating the success of our staff, we will boost morale schoolwide. This will increase the motivation and productivity of our staff which will have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through comprehensive analysis of student data (both objective and subjective), we will conduct an ongoing needs assessment and provide connected and individualized professional development (including colleague led), through PLCs, vertical team meetings and staff meeting to address our needs and promote a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> A climate of collaborative learning will increase teacher effectiveness, build capacity in our teachers and teacher leaders, promote teacher retention and have a positive impact on student performance.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** Attract, develop and retain excellent staff.

**Performance Objective 2:** Provide opportunities for professional development for teachers and paraprofessionals on effective strategies to address varying student needs.

**Evaluation Data Sources:** Sign-in Sheets  
 Discipline documentation  
 STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development in best practices for working in an inclusive environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and understand the best instructional strategies to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Resource Teacher            SAIL Teacher            FOCUS Teachers            District Specialists</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development in best practices in addressing student social and emotional learning and behavioral supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will identify and understand the best instructional strategies to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor            Resource Teacher            SAIL Teachers            FOCUS Teachers            District Specialists</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 4:** Promote family engagement and active involvement of the community in the education of our students.

**Performance Objective 1:** 80% of all parents will attend each parent engagement activity.

**Evaluation Data Sources:** Documentation of events  
 Documentation of attendance  
 Parent EOY Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide family involvement nights to include, but limited to:            Meet the Teacher            Title I Meeting            Literacy Night            Veterans' Day Program            College and Career Night            STEM Night            Art and GT Night            Physical Fitness Night (Get off the Couch)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance at school events.  <b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Snacks and Drinks - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Improve parental attendance at PTO events, such as fundraisers, spirit nights, teacher appreciation, Trunk or Treat and Supper with Santa.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel more connected and welcome in our school  <b>Staff Responsible for Monitoring:</b> Principal            Counselor</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide at least 2 opportunities throughout the school year for school-wide parent/teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be apprised of student strengths/weaknesses, and gain awareness of how to work with their child to help.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Promote family engagement and active involvement of the community in the education of our students.

**Performance Objective 2:** Promote Bayshore Elementary through the use of social media platforms, newsletters, parent letters and website.

**Evaluation Data Sources:** School Messenger Reports

Website visit count

Parent EOY survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote consistent use of a variety of communication platforms to inform parents, such as but not limited to:                      Monthly Newsletter                      School Remind                      School Messenger                      Campus Website                      Campus Marquee                      Mass Emails (Principal)                      Reminder Notes                      Twitter                      Facebook                      Instagram</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with parents will be increased.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers                      Counselor                      Principal's Secretary</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development for staff on effective electronic communication. (For example, Facebook, Twitter, Instagram, and web pages)</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with parents will be increased.</p>	Formative			Summative
	Nov	Jan	Apr	June

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Teachers


Counselor


Principal's Secretary

**ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 5:** Ensure and demonstrate efficient and effective use of district resources.

**Performance Objective 1:** Increase student engagement and success through the consistent integration of technology applications on a daily basis.

**Evaluation Data Sources:** Technology Device Inventory  
Classroom Observations  
Student Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase technology devices in a effort to increase student engagement and move toward a 1:1 student device ratio.</p> <p><b>Strategy's Expected Result/Impact:</b> By increasing the number of available technology devices, students will be able to consistently use innovative technology applications to enhance their learning, thereby increasing performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide technology applications professional development for teachers with techniques to track student progress and provide student centered learning through the use of technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to track student progress. Students will use innovative technology applications to enhance their learning, thereby increasing student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Instructional Technology Support</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Eadie	Interventionist	Title I	.3950

# Campus Funding Summary

<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Certified Tutors		\$18,500.00
1	2	2	Teacher Tutors		\$3,500.00
1	2	2	Interventionist		\$28,815.00
1	2	2	After School Tutorial Transportation		\$600.00
2	2	2	Student Recognition		\$1,000.00
4	1	1	Snacks and Drinks		\$1,000.00
<b>Sub-Total</b>					<b>\$53,415.00</b>
<b>263 Title III, LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Educational Materials		\$1,560.00
<b>Sub-Total</b>					<b>\$1,560.00</b>
<b>282 ARP ESSER III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Interventionist		\$64,272.24
<b>Sub-Total</b>					<b>\$64,272.24</b>