

Mathis Independent School District
Mathis Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Mathis I.S.D. engages learners to become critical thinkers, leaders and contributors in a diverse and competitive world.

Vision

Mathis I.S.D. strives to be a premier, rural school district recognized annually as a leader among learning organizations.

Value Statement

Building Minds Together

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mathis Elementary student enrollment had a slight decrease from 20-21 school year

(Enrollment 2021-2022).

• Grade	EE	PK	K	1	2	3	Total
• Total	1	58	109	99	87	94	443

Mathis Elementary is one of four campuses in Mathis Independent School District. Mathis Elementary serves predominantly middle class Hispanic families.

Mathis Elementary serves 433 students in grades pre-kindergarten to third grade.

(2018-2019 Data)

Mathis Elementary serves 431 economically disadvantaged students and 284 at-risk students.

The student population is 78%% (441) Hispanic/Latina, 18.5% (86) Caucasian, 0.7% (3) African-American, 1.3% (6) Asian, 0.2% (1) American Indian, and 0% (0) Native American.

The overall mobility rate(20-21) is 12.2%, with a drop-out rate of 0%.

The daily attendance rate (20-21) for students is 95.0%.

Mathis Elementary serves 3 Limited English Proficient (LEP)/Bilingual students, 8 students in the gifted and talented program and 30 students identified as Special Education (SPED)

Texas Academic Performance Report 2020-2021 CAMPUS STAAR PERFORMANCE

	Year	State	District	Campus	African AM	Hispanic	White	Am Ind	Asian	Pacific Is	TR	Sp.Ed. Curr	Sp. Ed Former	Cont Enrolled	NON-Con Enrolled	ECO Disav	EL
At Approaches Grade Level or Above	2021			71%													
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	76%	79%	79%	-	76%	88%	-	*	-	*	73%	*	75%	95%	75%	67%
	2018	77%	89%	89%	-	90%	83%	-	-	-	*	*	-	91%	79%	88%	*
At Meets Grade Level or Above	2021	-----	-----	36%	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	45%	36%	36%	-	36%	31%	-	*	-	*	45%	*	37%	30%	32%	50%
	2018	43%	43%	43%	-	40%	67%	-	-	-	*	*	-	43%	43%	39%	*
At Masters Grade Level	2021			30%													
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	27%	15%	15%	-	12%	19%	-	*	-	*	9%	*	14%	15%	11%	33%
	2018	25%	20%	20%	-	17%	42%	-	-	-	*	*	-	20%	21%	17%	*
Grade 3 Mathematics	2021																
At Approaches Grade Level or Above				42%													
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	79%	91%	91%	-	91%	94%	-	*	-	*	82%	*	90%	100%	92%	67%
	2018	78%	90%	90%	-	90%	92%	-	-	-	*	*	-	91%	86%	89%	*
At Meets Grade Level or Above	2021			10%													
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	49%	46%	46%	-	43%	56%	-	*	-	*	64%	*	44%	55%	43%	33%
	2018	47%	53%	53%	-	55%	50%	-	-	-	*	*	-	56%	36%	53%	*
At Masters Grade Level	2021			17%													
No Data	2020	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2019	25%	21%	21%	-	14%	44%	-	*	-	*	27%	*	19%	30%	19%	33%
	2018	23%	23%	23%	-	24%	17%	-	-	-	*	*	-	23%	21%	23%	*

Demographics Strengths

Strengths Professional Learning Committees (PLCs) continue to be the means by which we review curriculum, instruction and assessment so that our CIA is data driven. The teachers through PLCs have modified scope and sequence and curriculum documents to meet the demands of the rigorous, college readiness student expectations aligned to the TEKS. The instructional process is enhanced by the utilization of the latest technology approved and available to our district (i.e.; interactive board projection systems, document cameras, laptops and tablets), as well as other instructional resources available. Assessment data provides individual student data which is used in determining appropriate intervention strategies (i.e., ELA/Math Lab, Reading/Math Intervention Teacher, and tutorials).

Skyward Parent Portal will continue to be provided to parents. This on-line program provides an additional avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance. Mathis Elementary campus administrators received training in conducting walkthroughs to evaluate the instructional practices and student engagement. Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2018-2019 school year. Guided Reading Gifted and Talented Training Curriculum Training specific to math, reading and writing Lexia MAPS Crisis Prevention Intervention (CPI) Response to Intervention (RtI) Individual Education Plan (IEP) Accommodations/Modifications Training Inclusion Training Confidentiality Training/Special Ed Special Ed Teacher Orientation Behavior Strategies Training Math Academies Reading Academies TCMP Curriculum Training

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MES attendance rate is 92.40% for the 2020-21 school year. **Root Cause:** Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Problem Statement 2 (Prioritized): 46% of MES students read below grade level in the 2021 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 3 (Prioritized): 71% of all students met state standard on 3rd grade Reading STAAR in the 2021 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Problem Statement 4 (Prioritized): 41% of all students met state standard on 3rd grade Math STAAR in the 2021 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Student Learning

Student Learning Summary

MES Comprehensive Needs Assessment-Student Achievement

Kindergarten

Year	% students On or above level. Guided Reading (Level c)	% students on level Lexia Reading	MAPS Math At or above mean norm Grade level RIT	MAPS Reading At or above mean norm Grade level RIT
2018	59.8%	75.2%	31%	28.6%
2019	67.0%	76.6	70%	70%
2020	No Data	No Data	No Data	No Data
2021	50.6	52.2	48.8	44.4

First Grade

Year	% students On or above level. Guided Reading (Level J)	% students on level Lexia Reading	MAPS Math	MAPS Reading
2018	41.7	54.96	31%	32%
2019	53.9%	69.8%	61.6%	69.04%
2020	No Data	No Data	No Data	No Data
2021	43.2%	46%	42.85%	50.54%

Second Grade

Third Grade

Year	% students Did not meet	% students Approach	% students Meets	% students Master	STAAR Reading
2020	No Data	No Data	No Data	No Data	
2021	30%	70%	35%	17%	
Year	% students Did not meet	% students Approaches	% students Meets	% students Master	STAAR Math
2020	No Data	No Data	No Data	No Data	
2021	59%	42%	11%	3%	

Student Learning Strengths

- Creativity
- Enthusiasm
- Honesty
- Humor
- Kindness
- Leadership
- Listening
- Math
- Works better in Small group

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46% of MES students read below grade level in the 2021 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

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Problem Statement 4 (Prioritized): MES attendance rate is 92.40% for the 2020-21 school year. **Root Cause:** Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

School Processes & Programs

School Processes & Programs Summary

MES Organization:

Mathis Elementary staff are 100% highly qualified. Of the staff, 88.9% holds a Bachelor's Degree and 11.1% holds a Master's Degree. Listed below are the percentages of the teaching staff by years of experience: Beginning – 6.8% 1 to 5 years – 27.3% 6 to 10 years – 18.5% 11 to 20 years – 11.1% Over 20 years – 22.2% The average years' experience of Mathis Elementary teachers is 7.0 years with Mathis ISD. Mathis Elementary School hiring procedures include: posting of positions on the district website, on-line application process including a profile survey, review of certification and Highly Qualified credentials, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval. New employees are involved in an induction program consisting of New Teacher Orientation, Professional Development Appraisal System (PDAS), and technology. Based on the new employee's assignment, staff is required to receive training in Crisis Prevention Intervention (CPI), Gifted and Talented, Advanced Placement, and lesson plan writing. Staff members are recognized annually for services in the district at an appreciation banquet. The awards are given for services in increments of five years.

Instruction:

On Going Monitoring of Instruction- Walkthroughs, lesson plans, and unit assessments are used to monitor best instructional practices, teacher placement on the Year At a Glance, and alignment to the TEKS.

Data Driven Instruction- MES uses numerous pieces of data, including MAPS Testing, Reading Plus Diagnostic test, and unit assessments, to provide interventions to students and to make instructional decisions. The DMAC system will continue to be utilized for unit assessments, formative assessments, and semester exams. Quintile reports, TEKS Performance, TEKS Tutorials, and reporting category reports will be used to determine intervention groups and spiraling of TEKS.

Appraisal Instrument- Mathis Intermediate School has implement the T-TESS teacher evaluation system. All teachers have been trained in both goal setting and TTESS dimensions. The evaluation system has four dimensions including planning, instruction, learning environment, and professional practices and responsibilities. These 4 areas will influence professional development on campus and agenda items for horizontal teams. The evaluation system focuses on student led classrooms and the use of student data to drive instruction.

Instructionally-Focused Calendar- MISD planned a modified, instructionally focused calendar for the 2019-2020 school year. The calendar is designed as a modified year round calendar, with school beginning the last week of July and ending the 4th week of May. Three Fridays have been designated as Intervention Fridays where Tier 3 students will receive intervention in a small group setting, approximately 6 students per teacher.

Master Schedule- MIS works diligently to create a master schedule that is conducive to teaching and learning. From the grouping of students, teacher content specialization, increased class time, decreased class size, and built in tier time, the campus has increased effectiveness.

Curriculum:

Researched Based Curriculum- Mathis Elementary School follows TEKS Resource System and HMH curriculum and assessments.

Alignment- Mathis Elementary School utilizes department teams for each of the four content areas. The teams meet regularly to ensure that the TEKS Resource System curriculum is understood and followed, that appropriate curriculum based assessments are being created and administered, to analyze the data from the assessments, to plan appropriate interventions, and to share and collaborate on best practices and strategies. Teams meet with campus administration in data meetings after each assessment.

Assessment:

Data and Assessment- MES uses the NWEA MAPS assessment three times a year to track student progress and provide intervention. In addition, Reading Plus assessments are given three times a year as well to monitor student reading levels. All grade levels and departments administer unit assessments that are used to inform instruction, reteaching and campus interventions.

Tutorials- MES has a built in tutorial period for all, tier 1-3, students. Teachers use this to group students according to skills that need to be retaught. In addition, all tier 2 and 3 students attend mandatory, afterschool tutorials. In the 2019-2020 school year, MISD offered three intervention Fridays for tier 3 students. This allowed teachers to work in small groups, with our most at risk students.

Personnel:

Recruitment/Retention Strategies- full health insurance coverage for employee, MISD staff longevity stipends and teacher pay scale, positive climate, mentor program for first and second year teachers, MES has a positive and supportive campus climate

District Supported Teacher Growth- Many MISD teachers have been placed in assistant principal and district roles. MISD is supportive of teacher professional growth and places teachers in these positions.

District hiring procedure- includes posting of positions on district web site, online application process, review of certification and highly qualified credentials, campus and district team interviews including reference and background checks

New employees receive new hire training which includes new teacher orientation, Texas Teacher Evaluation and Support System (TTESS), technology, TEKS Resource System, and Skyward.

Professional Development-

Gifted and Talented Training

TEKS Resource System Curriculum

DMAC student data system

Crisis Prevention Intervention

Lead4Ward Training

Individual Education Plan

STAAR Test Training

Inclusion Training

Reading Plus

MAPS

ESC2 Content Specialists

Counselors Training on special education data system (Succedd Ed)

Google Drive

HMH

Google Classroom

School Processes & Programs Strengths

Mathis Elementary School receives state, local and federal funding including Title I, II, IDEA Formula and Preschool.

The campus serves students from EC through 2nd grade. Mathis Elementary staff includes 66.4% teachers, 6.8% professional support, 22.3% educational aides, and 4.5 % campus administration.

Teachers new to the profession and/or to the district are supported through an orientation training that begins with New Teacher Orientation prior to the start of school at the district and campus level. Campus principals then assign mentors who continue to provide support for the remaining of the year. During the 2020-2020 school year, 10 new staff members came to Mathis Elementary School.

Mathis Elementary School participates with the district as we conduct a strategic planning meeting every five years with administrators, staff, parents, and community members participating in the process. The District Education Improvement Council (DEIC) and additional committees were comprised of additional staff, parents, business and community members. They met in 2017 to review and create the MISD Strategic Plan.

Annual teacher, student and parent climate surveys were conducted as part of House Bill 5 in order to identify district and campus strengths and needs for improvement.

District and campus information is disseminated through multiple sources such as the Mathis ISD website, School Messenger System, newsletter, and parent meetings.

Strength:

Teachers are highly qualified

Retention stipends

Teacher coaching and mentoring

Increase in staff quality, supported by achievement data

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 55% of PLC's were implemented inconsistently. **Root Cause:** Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Problem Statement 2 (Prioritized): 41% of all students met state standard on 3rd grade Math STAAR in the 2021 school year. **Root Cause:** Lack of adequate instructional resources and professional development.

Perceptions

Perceptions Summary

Student, parent and staff surveys are conducted during April/May. The climate surveys provides areas of strengths and needs that may be addressed in the campus comprehensive needs assessment.

Parent conferences, open house, and curriculum nights are conducted several times annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering prekindergarten, kindergarten)

Mathis Elementary emphasize character development using LEAPS program.

Safe and Drug Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at Mathis Elementary School.

Below is a partial listing of activities at Mathis Elementary School.

Red Ribbon Week Activities (District-wide)

Prescription Drug Awareness Program

Drug and Alcohol Program

Student Council Leadership program

Perceptions Strengths

Inviting staff and environments

Positive attitudes Safe campus for students and teachers

Cameras and security

Increase in attendance percentage

Decrease in discipline referrals

Increased safety with Security officers

Increased/creation of college awareness/environment

Supportive community

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 55% of PLC's were implemented inconsistently. **Root Cause:** Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Priority Problem Statements

Problem Statement 1: MES attendance rate is 92.40% for the 2020-21 school year.

Root Cause 1: Attendance conferences were not held consistently to implement contracts, review progress, and make adjustments using the guidelines provided by the district

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: 46% of MES students read below grade level in the 2021 school year.

Root Cause 2: Lack of adequate instructional resources and professional development.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: 71% of all students met state standard on 3rd grade Reading STAAR in the 2021 school year.

Root Cause 3: Lack of adequate instructional resources and professional development.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 41% of all students met state standard on 3rd grade Math STAAR in the 2021 school year.

Root Cause 4: Lack of adequate instructional resources and professional development.

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

Problem Statement 5: 55% of PLC's were implemented inconsistently.

Root Cause 5: Proper protocols established under the Mathis ISD model for PLC's as required by the district instructional leadership team members were not provided consistently or aligned with district expectations.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 1: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 36% to 55% by June 2024

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: MES will follow the TEKS Resource System in the core content areas to ensure vertically and horizontally aligned curricula.</p> <p>Strategy's Expected Result/Impact: -Adherence to state standards; -increase in state assessment scores -Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 2 Details	Reviews			
<p>Strategy 2: MES will provide assessments tools such as MAPS, CBAs and Reading Plus and Reading Readiness assessments.</p> <p>Strategy's Expected Result/Impact: Improvement show through meeting and or surpassing their growth goal as shown in MAPS testing, Module test, Edmentumn, and achieving Meets or better on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MES will provide after school tutorials and Intervention days to target math, reading, phonics and fundamental skills.</p> <p>Strategy's Expected Result/Impact: Improvement show through meeting and or surpassing their growth goal and Meets on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: MES will use Reading Plus and Edmentum as a resource to reinforce the reading and math curriculum.</p> <p>Strategy's Expected Result/Impact: Students will close the gap in Reading and Math from PK to 3rd grade with 80% on grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 5 Details	Reviews			
<p>Strategy 5: MES will provide incentives for students who reach their Reading Plus goals . Strategy's Expected Result/Impact: Growth in Reading levels at end of year by 30%. Staff Responsible for Monitoring: Campus Administrators and Media Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: Incentives - 199 General Fund - \$550, Supplies - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$1,500</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
<p>Strategy 6: MES will identify GT students. Strategy's Expected Result/Impact: Students will have differentiated learning in classrooms Staff Responsible for Monitoring: Campus Administrators and Counselor</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Testing Resources - 199-PIC 21 State Gifted & Talented (G/T) - \$800</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 7 Details	Reviews			
<p>Strategy 7: MES will use various tools and equipment to develop small and large motor skills of students in Special Education. Strategy's Expected Result/Impact: Students will become more adept in using all of their motor skills this will be seen in the increased and improved mobility, needed for handwriting as well as other living skills. Staff Responsible for Monitoring: Administrators and Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$150</p>	Formative			Summative
	Sept	Dec	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 2: The percent of 2nd grade students that meet or exceed their growth goal on MAP Reading will increase from 31% to 75% by June 2024.

Evaluation Data Sources: MAP Scores BOY, MOY, and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: MES will follow the TEKS Resource System in the core content areas to ensure vertically and horizontally aligned curricula</p> <p>Strategy's Expected Result/Impact: -Adherence to state standards; -increase in state assessment scores -Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MES will provide assessments tools such as MAPS, Lexia Reading, CBAs, and Reading Readiness assessments.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Adherence to state standards; increase in state assessment scores Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: MES will provide after school tutorials and Intervention days to target math, reading, phonics and fundamental skills.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Adherence to state standards; increase in state assessment scores Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	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: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 3: The percent of 1st Grade students that meet or exceed their growth goal on MAP Reading will increase from 34% to 75% by June 2024.

Evaluation Data Sources: MAPS scores

Strategy 1 Details	Reviews			
<p>Strategy 1: MES will follow the TEKS Resource System in the core content areas to ensure vertically and horizontally aligned curricula.</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Adherence to state standards; increase in state assessment scores Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
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	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: MES will provide after school tutorials and Intervention days to target math, reading, phonics and fundamental skills</p> <p>Strategy's Expected Result/Impact: Increased MAP scores Adherence to state standards; increase in state assessment scores Admin observations/walkthroughs</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 4: The calculated "overall rating" for MES under the state's adopted A-F accountability system will increase by 4 points from an 88 (B) to a 92 (A).

Evaluation Data Sources: TAPR,
STAAR Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: MES will use DMAC software to disaggregate STAAR performance data by ethnicity, gender, socioeconomic status, and special programs and to monitor campus-based assessment data throughout the year for the same categories.</p> <p>Strategy's Expected Result/Impact: Implement a systematic approach to campus data disaggregation.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development and support on materials that focus on the TEKS will be provided through vendors and in-district personnel.</p> <p>Strategy's Expected Result/Impact: Teachers will understand and utilize TEKS based materials and instruction which is closely aligned to student expectations improving assessment data gathered from campus-based assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: PD/Support - 199 General Fund - Fn 11 - \$8,950, PD/Supplies - 199-PIC 21 State Gifted & Talented (G/T) - 21 - \$4,000, PD/Supplies - 199-PIC 25 State Bilingual/ESL - Fn - \$3,800, PD/Supplies - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$6,650</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support the implementation of a balanced literacy approach to ELAR instruction.</p> <p>Strategy's Expected Result/Impact: Reading, Writing and Phonics instruction will occur daily for all students supporting the interconnectivity of the Reading/Writing process.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be provided extended learning opportunities in curriculum areas they are not mastering.</p> <p>Strategy's Expected Result/Impact: Increased test scores will be noted on MES campus-based assessments, STAAR, and NWEA-MAP.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	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: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 5: MES will develop and implement a plan to improve attendance to raise attendance by 5%.





Evaluation Data Sources: Summative - PEIMS/Truant Officer/Teacher-Principal and Community in call logs, attendance committee meetings, and school reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize students with perfect "perfect" attendance, honor roll and participation in extra curricular activities at award ceremonies/activities at the end of each semester and end of year, and class attendance weekly to improve school climate.</p> <p>Strategy's Expected Result/Impact: Maintain a 95% or higher attendance rate every week</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal(s), Registrar, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 461 Campus Activity Fund - \$500</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the assistance from community in schools to assist campus on researching excessive absences that could lead to dropouts and strengthen parent-school partnerships.</p> <p>Strategy's Expected Result/Impact: Contact 100% of parents to raise attendance by 20%</p> <p>Staff Responsible for Monitoring: CIS Caseworker, Counselor(s), Principal(s), Teacher(s), Truant Officer</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Students will perform at the meets grade level or higher on all state assessments and make a year's growth each year in reading and math as well as meet expectations for closing the performance gaps between student populations.

Performance Objective 6: MES will increase scores by 5% to close performance gaps in reading and math by implementing programs that enable Title I, Special Education, Dyslexic, GT, and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines

Evaluation Data Sources: Maps, STAAR, Reading Plus, and Lexia
 Adherence to state standards;
 increase in state assessment scores
 Admin observations/walkthroughs

Strategy 1 Details	Reviews			
<p>Strategy 1: MES will test all kinder students to identify dyslexia students. Strategy's Expected Result/Impact: Identify all dyslexic students Staff Responsible for Monitoring: Teacher, Counselors, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MES will identify GT students. Strategy's Expected Result/Impact: Identify and educate all GT students Staff Responsible for Monitoring: Teacher, Counselors, and Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	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: MES will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 1: The percent of Kinder students that meet or exceed their growth goal on MAP Reading and Math will increase from 29% and 33% to 75% by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP. CLI, TX-KEA Assessment (K-2 test)TEA Priorities :
Build a foundation of reading and math

Strategy 1 Details	Reviews			
<p>Strategy 1: Every student (PK-2) will utilize Lexia Phonics. Strategy's Expected Result/Impact: Students will meet individual growth goal on MAP. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in Kinder. Strategy's Expected Result/Impact: Students will meet growth goal on MAP Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize instructional material to enhance math curriculum</p> <p>Strategy's Expected Result/Impact: Students will meet their growth goal on MAP</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	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: MES will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 2: The percent of 1st grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 42% Spring 2019 to 55% for reading and 34% Spring 2019 to 50% in math by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP (K-2 test), Guided reading, running records, tier groups for tutoring





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 1st grade. Strategy's Expected Result/Impact: 33% increase in MAP Assessment Scores Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade. Strategy's Expected Result/Impact: 33% increase in DMAC Assessment scores Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: MES will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).

Performance Objective 3: The percent of 2nd grade students that score on grade level or above in Reading and Math on the MAP Assessment will increase from 57% Spring 2019 to 67% for reading and 48% to 50% in math by June 2024.

HB3 Goal

Evaluation Data Sources: NWEA-MAP (2-5 test), Guided reading, running records, tier groups for tutoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 2nd grade. Strategy's Expected Result/Impact: 33% increase in MAP Assessment Scores Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: MES will improve Early Childhood Readiness to 80% Grade level Ready (PK-3).





Performance Objective 4: The percent of PK students who are considered "Kinder Ready" by Spring 2022 will increase in both literacy and math.

HB3 Goal

Evaluation Data Sources: CLI Engage, TX-KEA, Theme Unit Checklists, tier groups for tutoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language communication.</p> <p>Strategy's Expected Result/Impact: Student's Theme Progress Checklists will move from "not yet" to "yes" by the EOY.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Complete and publish the High-Qualified PK Self-Assessment tool in order to evaluate the quality of the PK program and define specific pathways for continuous improvement leading to positive child outcomes.</p> <p>Strategy's Expected Result/Impact: Collect information to improve our PK Program</p> <p>Staff Responsible for Monitoring: Principal(s) Curriculum Directors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize SAVVAS Three Cheers for PK to ensure PreK program meets TEA's High-Quality expectations. (Curriculum)</p> <p>Strategy's Expected Result/Impact: The percent of quality instruction will increase by Spring of 2021</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring).</p> <p>Strategy's Expected Result/Impact: Notification of students levels of knowledge will be sent to parents.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain a 1:11 ratio in PreK classrooms to ensure PreK program meets TEA's High-Quality expectation. (Teacher to Student Ratio)</p> <p>Strategy's Expected Result/Impact: Higher learning taking place in classroom with a higher percent of students Kinder Readiness.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Create, post, and share a Family Engagement Plan containing six required components to ensure PreK program meets TEA's High-Quality expectation. (Family Engagement Plan)</p> <p>Strategy's Expected Result/Impact: It will promote transparency of PK program.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Submit CLI assessment data in ECDS to ensure PreK program meets TEA's High-Quality expectation. (Data Reporting)</p> <p>Strategy's Expected Result/Impact: Correct Data Reporting to TEA to ensure the PreK Program meets High-Quality instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide PK teachers with 30 hours of professional development annually for 5 years. (15 hours of coaching-15 hours of PD)</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow in their knowledge of early literacy, math, and social emotional.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p>	Formative			Summative
	Sept	Dec	Feb	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: MES will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: We will strive to develop readiness and awareness to all students with an early college-going culture that challenges and prepares them to be college bound. The curriculum includes general education classes as well as extra and co-curricular activities for 100% of students.





Evaluation Data Sources: Summative - lesson plans, classroom observations, adherence to year at a glance
 Increase alignment of instructional technology tools across the campus
 That all students will show growth on campus and state assessments and MAPS.

Strategy 1 Details	Reviews			
<p>Strategy 1: College and Career Fair</p> <p>Strategy's Expected Result/Impact: Raise awareness of students what and how much college it will take for a job.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and staff will wear college shirts on Thursday and use college banners to promote college awareness.</p> <p>Strategy's Expected Result/Impact: -100% of students are aware of different colleges -Students will become familiar with colleges and universities through out the state of Texas. -Teachers and students will engage in conversations about colleges/universities, mascots, locations, and degree opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Banners - 199 General Fund - Basic Supply Line - \$400</p>	Formative			Summative
	Sept	Dec	Feb	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: MES will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 2: Increase participation numbers in UIL and extra-curricular competitions and activities in order to grow critical thinkers.





Evaluation Data Sources: Sign in Sheets, UIL District Competition

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer various academic and nonacademic activities. Examples: UIL, Destination Imagination, Spelling Bee, Future Problem Solvers of America</p> <p>Strategy's Expected Result/Impact: Results -Increase student participation in activities. -Increase overall student awareness of what activities are offered at our campus.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Supplies - 199 General Fund - \$200</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Build critical thinkers and skilled problem solvers.</p> <p>Strategy's Expected Result/Impact: -Increase engagement and development of student work. -Students will apply these skills in numerous competitive settings.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Dec	Feb	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: MES will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 3: Promote student leadership opportunities on campus.

Evaluation Data Sources: Service Projects
Sign in sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student participation in volunteer opportunities through student council and service projects. Strategy's Expected Result/Impact: -Increase student skills in socialization, self-reliance, independence, sportsmanship and social awareness. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to participate in various clubs such as art, running, cooking, and gardening. Strategy's Expected Result/Impact: -Provide a way in which students can express themselves artistically. -Build well rounded individuals. -Support students with various interest outside of academics. Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: MES will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 4: Create a digital learning environment through the use of technology for authentic learning.

Evaluation Data Sources: Digital Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize technology and teach skills needed for laptops, Chrome tablets, SMART Boards, interactive apps and programs.</p> <p>Strategy's Expected Result/Impact: -Students will gain technology skills. -Promote independent learning through a variety of devices. -Increase student engagement during instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p> <p>Funding Sources: Tech supplies - 199 General Fund - \$150</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and teach digital learning platforms such as Google Suite, online textbooks, and other educational programs.</p> <p>Strategy's Expected Result/Impact: -Students will be able to navigate their online learning. -In emergency situations, teachers can continue to teach students both synchronously and asynchronously.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teach and promote digital citizenship and effective use of technology using commonsense.org.</p> <p>Strategy's Expected Result/Impact: -Exhibit responsible, safe and ethical digital etiquette.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	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 4: MES will continue to recruit, support, and retain high-quality teachers and administrators.

Performance Objective 1: MES will spend the time vetting teachers to ensure they hold the values and beliefs that we hold high as a campus and district as well as have the knowledge and skills to maximize student performance.

Evaluation Data Sources: T-TESS Rubric MAPS Results, STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the district resources such as ESC2 Recruit Hire to review high quality candidates. Strategy's Expected Result/Impact: Quality teachers ensure greater student success. Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide PLC opportunities for vertical training between grade levels above and below each grade to ensure understanding of STAAR and EOC expectations and rigor. Strategy's Expected Result/Impact: Improve teacher efficacy, professional learning, and planning which results in higher achievement. Better alignment between taught and tested curriculum. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development activities to maintain highly qualified and motivated staff.</p> <p>Strategy's Expected Result/Impact: Greater knowledge of written and tested curriculum, student data, and increased knowledge of best practices. MAPS Results</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Substitute for PD - 199 General Fund - FN 11 - \$3,000</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplies needed to ensure student success in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase student scores on MAPS Increase student scores on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: General Supplies - 199 General Fund - \$15,150</p>	Formative			Summative
	Sept	Dec	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: MES will continue to recruit, support, and retain high-quality teachers and administrators.

Performance Objective 2: Create and implement a professional learning plan that provides professional learning opportunities each year and using a variety of learning modalities(i.e. auditory, visual, kinesthetic)

Evaluation Data Sources: Increase student achievements and increase leadership effectiveness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue Professional Learning Communities to improve academic conversations, Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.</p> <p>Strategy's Expected Result/Impact: Ensure implementation of effective differentiated teaching strategies that will improve student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase teacher quality by providing ongoing job embedded professional development on research-based best practices Including additional time for grade level planning (half day planning)</p> <p>Strategy's Expected Result/Impact: Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p> <p>Funding Sources: PD Supplies - 199 General Fund - \$4,000</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training through DMAC and MAPS to support data driven instruction.</p> <p>Strategy's Expected Result/Impact: Using data to do purposeful planning leads to quality lesson design and experiences for students which leads to improved performance. Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	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 5: MES will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement while maintaining a balanced fiscal budget

Evaluation Data Sources: Maintain district FIRST rating; maintain district bond rating

Strategy 1 Details	Reviews			
<p>Strategy 1: MES will maintain a balanced fiscal budget. Strategy's Expected Result/Impact: Budget Review, Summative, Documentation Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and maintain a central inventory program to keep track of school assets. Strategy's Expected Result/Impact: Control loss of items Expenditures lower Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Inventory Supplies for Radios - 199 General Fund - \$1,000</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Lower energy use at the MES by turning off lights when room is not in use, turning off computers when not in use, and closing doors when air conditions are in use. Strategy's Expected Result/Impact: Lower energy bills Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: MES will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: Provide a safe and secure positive environment for students, faculty, and staff.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development on effective classroom discipline, management techniques and conflict resolution. Strategy's Expected Result/Impact: Decrease discipline referrals by 5% Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a positive safe environment which supports social, emotional, physical health and well-being of students, staff and community. Strategy's Expected Result/Impact: Positive school environment Staff Responsible for Monitoring: Campus Administration and Coach</p> <p>ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Funding Sources: Environment supplies - 199 General Fund - \$200, Supplies - 199-PIC 21 State Gifted & Talented (G/T) - \$200, Supplies - 199-PIC 25 State Bilingual/ESL - \$200, Supplies - 199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi - \$200</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide presentations and training and resources to campus and community to more effectively address identified student safety areas; Student support through individual/small group counseling, Bullying/Cyber-bullying, Misuse of Technology resources and internet.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals by 5%</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Radio Equipment - 199 General Fund - \$100</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and practice an all-hazards emergency plan including by not limited to: fire, lock-down, severe weather, and bomb threat drills.</p> <p>Strategy's Expected Result/Impact: Smooth running drills and quick reactions in the even of an emergency.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Create and implement a Crisis Response Team.</p> <p>Strategy's Expected Result/Impact: -The team will identify and support students in mental health crisis.</p> <p>Staff Responsible for Monitoring: -Campus Administrators -Counselor -Mental Health Therapist</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 6 Details	Reviews			
<p>Strategy 6: CPI Training</p> <p>Strategy's Expected Result/Impact: -Respond to physical situations using safe and appropriate techniques.</p> <p>Staff Responsible for Monitoring: -SPED -Admin -Campus Behavior Team</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June

Strategy 7 Details	Reviews			
Strategy 7: Maintain a functioning Library Strategy's Expected Result/Impact: Students will increase their reading ability by 15% Staff Responsible for Monitoring: Administration, Teacher, and Library Aid Funding Sources: New Books - 199 General Fund - \$1,350	Formative			Summative
	Sept	Dec	Feb	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 5: MES will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 3: Implement an anti-drug campaign.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule Red Ribbon Week activities to promote drug awareness.</p> <p>Strategy's Expected Result/Impact: -Students will have an increase in drug awareness. -Drug awareness will assist in decreased rate of student experimentation.</p> <p>Staff Responsible for Monitoring: -Counselor -Administration</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p> <p>Funding Sources: Supplies - 199 General Fund - \$1,000</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus counselor will schedule lessons throughout the school year focusing on the effects of drug use.</p> <p>Strategy's Expected Result/Impact: -The counselor will educate on the impact and effects of drug use. -The lessons will work to facilitate an open line of communication.</p> <p>Staff Responsible for Monitoring: -Counselors</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: MES will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 4: Provide a learning environment that is equitable for all students, and student behavioral, character and social needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide counselor pamphlets, topics in newsletters, and brochures for any health and human services available as well as informational texts. MES will make these available in print, campus newsletter, and the campus website.</p> <p>Strategy's Expected Result/Impact: -These resources will increase school to home communication. -These resources will provide students and families with mental health resources.</p> <p>Staff Responsible for Monitoring: -Administration -Counselor</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing MTSS process which includes school counselor and/or MISD mental health counselor to support students with behavioral, character, and social needs.</p> <p>Strategy's Expected Result/Impact: -Lessons will assist to increase appropriate classroom and social behaviors. -Increase positive behaviors in students with specific needs.</p> <p>Staff Responsible for Monitoring: -Counselor -Teachers -Mental Health Therapist</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Feb	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>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	MES will follow the TEKS Resource System in the core content areas to ensure vertically and horizontally aligned curricula.
1	1	2	MES will provide assessments tools such as MAPS, CBAs and Reading Plus and Reading Readiness assessments.
1	1	3	MES will provide after school tutorials and Intervention days to target math, reading, phonics and fundamental skills.
1	1	4	MES will use Reading Plus and Edmentum as a resource to reinforce the reading and math curriculum.
1	1	5	MES will provide incentives for students who reach their Reading Plus goals .
1	1	6	MES will identify GT students.
1	4	1	MES will use DMAC software to disaggregate STAAR performance data by ethnicity, gender, socioeconomic status, and special programs and to monitor campus-based assessment data throughout the year for the same categories.
1	4	2	Professional development and support on materials that focus on the TEKS will be provided through vendors and in-district personnel.
1	4	3	Support the implementation of a balanced literacy approach to ELAR instruction.
1	4	4	Students will be provided extended learning opportunities in curriculum areas they are not mastering.
1	5	1	Recognize students with perfect "perfect" attendance, honor roll and participation in extra curricular activities at award ceremonies/activities at the end of each semester and end of year, and class attendance weekly to improve school climate.
1	5	2	Utilize the assistance from community in schools to assist campus on researching excessive absences that could lead to dropouts and strengthen parent-school partnerships.
2	1	1	Every student (PK-2) will utilize Lexia Phonics.
2	1	2	Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in Kinder.
2	1	3	Utilize instructional material to enhance math curriculum
2	2	1	Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 1st grade.
2	2	2	Analyze NWEA - MAP data in order to screen and identify dyslexia and related disorders at the end of Kindergarten and first grade.
2	3	1	Teachers will use Saxon Phonics to ensure explicit phonics instruction occurs in 2nd grade.
2	4	1	Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language communication.
2	4	2	Complete and publish the High-Qualified PK Self-Assessment tool in order to evaluate the quality of the PK program and define specific pathways for continuous improvement leading to positive child outcomes.
2	4	3	Utilize SAVVAS Three Cheers for PK to ensure PreK program meets TEA's High-Quality expectations. (Curriculum)
2	4	4	Utilize CLI-Engage assessment to ensure PreK program meets TEA's High-Quality expectation. (Student Progress Monitoring).
3	1	1	College and Career Fair

Goal	Objective	Strategy	Description
3	1	2	Students and staff will wear college shirts on Thursday and use college banners to promote college awareness.
3	3	1	Increase student participation in volunteer opportunities through student council and service projects.
3	3	2	Provide opportunities for students to participate in various clubs such as art, running, cooking, and gardening.
3	4	1	Utilize technology and teach skills needed for laptops, Chrome tablets, SMART Boards, interactive apps and programs.
3	4	2	Implement and teach digital learning platforms such as Google Suite, online textbooks, and other educational programs.
3	4	3	Teach and promote digital citizenship and effective use of technology using commonsense.org.
4	1	1	Utilize the district resources such as ESC2 Recruit Hire to review high quality candidates.
4	1	2	Provide PLC opportunities for vertical training between grade levels above and below each grade to ensure understanding of STAAR and EOC expectations and rigor.
4	1	3	Provide professional development activities to maintain highly qualified and motivated staff.
4	2	1	Continue Professional Learning Communities to improve academic conversations, Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.
4	2	2	Increase teacher quality by providing ongoing job embedded professional development on research-based best practices Including additional time for grade level planning (half day planning)
4	2	3	Provide training through DMAC and MAPS to support data driven instruction.
5	1	1	MES will maintain a balanced fiscal budget.
5	1	2	Create and maintain a central inventory program to keep track of school assets.
5	1	3	Lower energy use at the MES by turning off lights when room is not in use, turning off computers when not in use, and closing doors when air conditions are in use.
5	2	1	Provide staff development on effective classroom discipline, management techniques and conflict resolution.
5	2	2	Maintain a positive safe environment which supports social, emotional, physical health and well-being of students, staff and community.
5	2	3	Provide presentations and training and resources to campus and community to more effectively address identified student safety areas; Student support through individual/small group counseling, Bullying/Cyber-bullying, Misuse of Technology resources and internet.
5	2	4	Develop and practice an all-hazards emergency plan including by not limited to: fire, lock-down, severe weather, and bomb threat drills.
5	2	5	Create and implement a Crisis Response Team.
5	2	6	CPI Training
5	3	1	Schedule Red Ribbon Week activities to promote drug awareness.
5	3	2	Campus counselor will schedule lessons throughout the school year focusing on the effects of drug use.
5	4	1	Provide counselor pamphlets, topics in newsletters, and brochures for any health and human services available as well as informational texts. MES will make these available in print, campus newsletter, and the campus website.

Goal	Objective	Strategy	Description
5	4	2	Provide ongoing MTSS process which includes school counselor and/or MISD mental health counselor to support students with behavioral, character, and social needs.

State Compensatory

Budget for Mathis Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 34.25

Brief Description of SCE Services and/or Programs

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Personnel for Mathis Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alice Gonzales	Teacher	1
Allison Walsh-Gaqrcia	Teacher	1
Angelica Lara-Vidaurri	Teacher	1
Anita Rodgers	Teacher	1
Anna Leal	Teacher	1
Aubrey Adams	Teacher	1
Brenda Alaniz	Teacher	1
Brenda Leal	Counselor	1
Carolina Salinas	Teacher Assistant	1
Christi Nitzel	Teacher	1
Cristina Barrera	Teacher	1
Cynthia Jimenez	Teacher	1
Enedina Deleon	Teacher Assistant	1
Erica Paiz Vasquez	Teacher	1
Esmeralda Rivera	Teacher Assistant	1
Ester Rose	Receptionist	1
Isidra Torres	Teacher Assistant	1
Isreal Garcia	Campus Support-Technology	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Reyes	Music Teacher	1
Joanna Hinojosa	Teacher Assistant	1
Kaity Garcia	Teacher	1
Kimberly Briones	Receptionist	1
Lisa Barba	Teacher 3rd Math	0.25
Liz Zapata	Teacher Assistant	1
Lydia Perez Martinez	Teacher Assistant	1
Marivel Ortiz	Teacher Assistant	1
Mary Del Moral	Teacher Assistant	1
Nicole Tucker	Assistant Principl	1
Ostolia Garcia	Teacher	1
Rebecca Barns	Teacher Assistant	1
Rosalinda Guzman	Teacher	1
San Juanita Gonzales	Teacher	1
Stacey Sens	PIEMS/Administrative Assistant	1
Tracy Rodriguez	Teacher	1
Vanessa Campuzano	Campus Support-Library Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Jiminez	Teacher	Title 1	1.0
Ernasto Deluna	Truancy Officer	Title 1	25%
Lacey Brauchle	Curriculum Director	Title 1	25%
Lisa Barba	Teacher	Title 1	.75
Rosalinda Guzman	Teacher	Title 1	1.0
Veronica Gutierrez	Curriculum Director	Title 1	25%

Plan Notes

Use the following information to gather data for CIP 2021-2022 School Year

Parent Survey

Demographics

Attendance Reports

Home Language Surveys

Discipline Data

PEIMS Reports

Surveys

Skyward Parent Link

Structure of campus

Student Achievement

STAAR

Benchmarks & CBAs

Benchmarks

DMAC

Eduforia

PBMAS

TARP Report

Gifted & Talented Program

Extended day/week Tutorial Program

Response to Intervention

AP Courses

AP Courses
CLI
School Culture and Climate
Staff / parent /student surveys
Discipline Reports
Report on number of students involved in extracurricular activities
Campus Safety Reports
Observation
Staff Quality, Recruitment and Retention
Mentor teachers
Staff Development
Teacher Retention Reports
Teacher Evaluations/Walk Throughs
Competitive Pay/Incentives
Competitive Pay/Incentives
New Teacher Orientation
Family and Community Involvement
Parent events to learn of state assessment requirements
Parent Meetings at Campus
Number & Types of Sessions for Parents
Title I Programs-Surveys
Number of parents at events - sign - in
Enrichment Programs
Master Schedule
Bell Schedule

Professional Development Calendar
Skyward Student Management System
Special Programs
Staff Roles /responsibilities

Campus Planning Team

Committee Role	Name	Position
Classroom Teacher	Becky Trevino	2nd Grade Teacher
Administrator	Patricia Pittman	Principal
Administrator	Nicole Tucker	Assistant Principal
Administrator	Brenda Leal	Counselor
Classroom Teacher	Christine Barrera	Teacher
Classroom Teacher	Tina Medrano	Teacher

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Incentives		\$550.00
1	4	2	PD/Support	Fn 11	\$8,950.00
3	1	2	Banners	Basic Supply Line	\$400.00
3	2	1	Supplies		\$200.00
3	4	1	Tech supplies		\$150.00
4	1	3	Substitute for PD	FN 11	\$3,000.00
4	1	4	General Supplies		\$15,150.00
4	2	2	PD Supplies		\$4,000.00
5	1	2	Inventory Supplies for Radios		\$1,000.00
5	2	2	Environment supplies		\$200.00
5	2	3	Radio Equipment		\$100.00
5	2	7	New Books		\$1,350.00
5	3	1	Supplies		\$1,000.00
Sub-Total					\$36,050.00
Budgeted Fund Source Amount					\$36,050.00
+/- Difference					\$0.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Testing Resources		\$800.00
1	4	2	PD/Supplies	21	\$4,000.00
5	2	2	Supplies		\$200.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00

199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	PD/Supplies	Fn	\$3,800.00
5	2	2	Supplies		\$200.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies		\$1,500.00
1	1	7			\$150.00
1	4	2	PD/Supplies		\$6,650.00
5	2	2	Supplies		\$200.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$8,500.00
+/- Difference					\$0.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$966.05
+/- Difference					\$466.05
Grand Total Budgeted					\$54,516.05
Grand Total Spent					\$54,050.00
+/- Difference					\$466.05