Sheldon Independent School District

Monahan Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

Mission Statement

Monahan Elementary Mission

Monahan Elementary is committed to prepare students to excel academically, emotionally, and socially to become life-long learners and contributing members of our community.

Vision

Monahan Elementary Vision

We inspire teamwork and collaboration to create an inclusive school culture where all students can feel safe to learn at high levels.

Core Beliefs

At Monahan Elementary, we believe:

1. All students can be successful, global learners.
2. Implement technology to enhance the learning environment to advance students' educational experience and become marketable in a global community.
3. Students, staff, and community are valued.
4. Positive relationships are key to bullding strong student character.
5. Teamwork and Collaboration are essential to our success.
6. Producing high-quality teachers through staff development is imperative to meeting the needs of our diverse population.

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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The Monahan Elementary Site Based Decision Making Team met on Thursday, May 25, 2023 and again on June 19, 2023 to discuss all preliminary assessment data, the campus CIP, the campus Program Evaluation, the Campus Strategic Priority Planning data, and all other end of the year data. The outline of the campus needs assessment was discussed and input was gathered from the members. The following staff and community members were present at the meetings.

- Kiara Revels - Teacher 1st Grade
- Esther Moreno - Teacher 2nd Grade
- Starli Williams - Teacher 3rd Grade
- Kenia Mendoza - Teacher 4th Grade
- Justine Hoke - Teacher 5th Grade
- Megan Gray - Non classroom Professional
- Kevin Rosacia - Non classroom Professional
- Stacey Swafford - Teacher Support Staff
- Tammie Syon - Counselor
- Barbara Hartt - Parent
- Rachelle Ysquierdo - District Representative
- Jenita Boleware - Assistant Principal
- Cheri Dixon - Principal
- Carlaskio Smith - Assistant Principal
- Jenita Boleware - Principal

The campus reviewed the following data:

- Mock assessment scores
- STAAR Preliminary scores
- District assessment scores
- MClass/TRC/Iready data
- Discipline referrals
- Staff and student attendance
- Staff resignations
- Parent engagement activities

Critical need areas for the upcoming school year will include the following:

1. The implementation of phonics instruction to improve literacy in all grade levels.

2. Improving tier 1 instruction to increase in the number of students at Approaching and Meets standard on STAAR in reading, math, and science.

3. Implementing Guided Reading and Guided Math to increase student growth in 4th and 5th grade in reading and math.

4. Continue to implement SEL strategies to monitor office referrals in order to keep students in class and learning.

5. The offering of enrichment activities to promote a well-rounded education for all students that supports the whole child and is aligned with AVID program and Compass Schools strategies.

6. The implementation of strategies that will support the concept of differentiated instruction through the development of meaningful plans for special education and EB students.

The Campus Improvement Plan and Parent and Family Engagement policy are available on campus in the front office, the campus library, the foyer of the NEY Administration building, and at the local community library.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in the at language.

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Demographics

Demographics Summary

Monahan Elementary is a Title 1, neighborhood elementary school in Sheldon Independent School District, that teaches grades 1-5. Student enrollment for the 21-22 school year was 691 students. This is an increase from previous years, prior to the COVID 19 pandemic. The previous three years of enrollment are indicated below.

2019-2020 619 students

2020-2021 661 students

2021-2022 691 students

Our student demographic breakdown for the 2021-2022 school year is as follows:

Economically Disadvantaged 93.49%

Hispanic 60%

African American 36%

Two or More Races 2%

White 2%

Special Education 17.5%

EB 37%

Gifted and Talented 4%

Section 504 2%

Male 55%

Female 45%

In the 2021-2022 school year, we had 70 staff members, plus a principal and assistant principal on campus. Our staff breakdown is a follows:

35 Classroom Teachers Grades 1-5

5 Special Education Teachers

12 Instructional Paraprofessionals

4 Ancillary Staff Members

7 Support Staff Members

2 Curriculum Instructional Specialists

1 Guidance Counselor

1 School Nurse

4 Office Paraprofessionals

66 staff members are femail and 4 staff members are male.

4 staff members were long term substitutes, as they were not fully certified.

Ethnicity of our staff is fairly balanced with 28 African American, 21 White, 22 Hispanic, and 1 Asian staff members.

Teacher Years of Experience is outlined below:

1st year 16%

1-5 years 23%

6-10 years 21%

11-20 years 17%

Demographics Strengths

1. Student total enrollment continues to increase each year.
2. Staff ethnic breakdown is fairly balanced.
3. Staff years of experience levels are fairly balanced.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of economically disadvantaged students continues to increase. **Root Cause:** Low income families are moving into the campus boundary area.

Problem Statement 2 (Prioritized): The number of students in special education continues to increase. **Root Cause:** Students are presenting needs that must be addressed through special programs.

Problem Statement 3 (Prioritized): Monahan Elementary continues to have a high turnover rate of staff each year requiring the hiring of new teachers. **Root Cause:** New hires are not equipped with strategies to address student needs.

Student Achievement

Student Achievement Summary

STAAR Results (7/25/22)

3rd Grade Reading

English	53% Approaching	27% Meets	15% Masters
Spanish	33% Approaching	22% Meets	0% Masters

3rd Grade Math

English	49% Approaching	23% Meets	12% Masters
Spanish	11% Approaching	0% Meets	0% Masters

4th Grade Reading

English	63% Approaching	32% Meets	10% Masters
Spanish	75% Approaching	25% Meets	25% Masters

4th Grade Math

English	36% Approaching	16% Meets	7% Masters
Spanish	75% Approaching	50% Meets	25% Masters

5th Grade Reading

English	72% Approaching	41% Meets	20% Masters
Spanish	40% Approaching	20% Meets	20% Masters

5th Grade Math

English	54% Approaching	25% Meets	16% Masters
Spanish	40% Approaching	20% Meets	0% Masters

5th Grade Science

English 46% Approaching 23% Meets 9% Masters

Spanish 40% Approaching 0% Meets 0% Masters

MClass Composite Results

1st Grade English 55% Met Benchmark (Composite)

1st Grade Spanish

2nd Grade English 47% Met Benchmark (Composite)

2nd Grade Spanish

TRC Results

1st Grade English 25% On Level

1st Grade Spanish

2nd Grade English 34% On Level

2nd Grade Spanish

District End of the Year Math Assessment (Standard = 70% Approaching, 80% Meets, 90% Masters)

1st Grade 22% Approaching 13% Meets 5% Masters

2nd Grade English 29% Approaching 19% Meets 4% Masters

2nd Grade Spanish 8% Approaching 8% Meets 0% Masters

Student Achievement Strengths

- Reading achievement on STAAR improved in all grade levels.

- Math achivement on STAAR improved for cohort groups in 5th grade (21/8/5 to 54/25/16).
- 4th Grade Math achievement on STAAR improved (21/8/5 to 36/16/7).
- 1st Grade Reading on Mclass improved from MOY to EOY, almost meeting the campus goal of 60% on level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 4th grade had 2 classes with long term subs. **Root Cause:** 2 teachers resigned during the school year.

Problem Statement 2 (Prioritized): Student achievement in Science decreased. **Root Cause:** Science was not a focus, as teachers spent more time on reading and math instruction.

Problem Statement 3 (Prioritized): Student achievement in reading in grades 1 and 2 are below district performance levels. **Root Cause:** Teachers were learning to use a new curriculum and unsure how to provide necessary support to underachieving students.

Problem Statement 4 (Prioritized): Student achievement in math in grades 1 and 2 are below district performance levels. **Root Cause:** Teachers were learning to use a new curriculum and unsure how to provide necessary support to underachieving students.

School Culture and Climate

School Culture and Climate Summary

Monahan Elementary transitioned from hybrid learning in 2020-2021 school year to all students and staff back on campus in the 2021-2022 school year. This transition period presented challenges that affect the culture and climate on campus.

Due to COVID related circumstances, 1 staff member resigned prior to the start of school. 4 other staff members missed the opening of the school year due to COVID 19.

Throughout the school year, there were 905 missed days of instruction due to staff absences. Some of the absences had substitutes scheduled to cover, while some did not.

Student average daily attendance was 93.29% for the school year. 6 students earned perfect attendance for the school year, meaning no absences, tardies, or leave earlies.

Student discipline data indicates that there were 73 office referrals, 29 days served for In School Suspension, and 5 days served for Out of School Suspension.

Staff survey results, conducted at mid year, indicated that staff had concerns in the following areas:

1. Too many staff development activities to complete (Reading Academy, CRIMSI, and other district requirements).
2. Too many requirements from district visits affecting teacher workload.
3. Not enough support when related to student management in the classroom.
4. Last minute meetings being conducted without sufficient prior notice.

Parent survey results were predominately positive, however, one parent indicated dissatisfaction with the school in the areas of support for the student, communication with parents, and overall school satisfaction. During parent engagement activities, parents did indicate that they felt that their child was safe at school and that they are ready to get back to working as a team with the campus now that COVID regulations have been relaxed.

School Culture and Climate Strengths

The following strengths were noted:

1. Student referrals, In School Suspension, and Out of School Suspensions all decreased from the 2019-2020 school year, when all students were present on campups.
2. Parents are ready to work together with the campus for the upcoming school year.
3. The front office staff did not have any parent complaints during the 2021-2022 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Increased student social emotional needs required teachers to have tools to handle these needs. **Root Cause:** Students spent the 2020-2021 school year back and forth at home and at school, resulting in a changed view of the importance of student attendance, student discipline, and student work ethic.

Problem Statement 2 (Prioritized): 905 incidences of staff absences resulted in missed days of instructional opportunities for students. **Root Cause:** Teachers and staff reported absent throughout the school year.

Problem Statement 3 (Prioritized): Staff had difficulties with managing student behaivor. **Root Cause:** Staff did not have knowledge or strategies to management increased student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Monahan Elementary had 70 staff members during the 2021-2022 school year. Of these staff, 11 were new teachers. There were a total of 20 new hires for the year. 4 of these new hires did not have proper certification and served as long term substitutes. 2 teachers were removed from the campus and 2 other teachers resigned during the school year. 5 additional staff members resigned at the end of the school year.

All 1st and 2nd year teachers were assigned a mentor during the school year. Monahan also had a lead mentor that assisted with staff development, classroom observations, and organization of the mentor program. All mentors were trained by district personnel at the start of the school year. New teacher meetings were scheduled by the campus and district staff to support the new teachers.

All teachers on campus received 3 TTESS walk throughs, 1 TTESS observation, a Goal Setting conference, and an End of the Year conference. Each paraprofessional received an end of the year evaluation. The campus Curriculum Instructional Specialists, Counselor, and Nurse all received an End of the Year evaluation as well. In addition, the principal met with all staff members to communicate contract recommendations and letters of reasonable assurance.

Monthly faculty meetings were held, where student safety, campus and district initiatives, and other pertinent information was discussed. Weekly PLC sessions were held to provide classroom teachers opportunities to review data, plan high quality instruction, work on Reading Academy or CRIMSI requirements, and collaborate with colleagues.

For the upcoming school year, Monahan will lose two teaching units, both bilingual classroom positions, to have a total staff of 68 to start the year. Plans are underway for attending job fairs, interviewing highly qualified candidates, and other creative ways to recruit staff.

Staff Quality, Recruitment, and Retention Strengths

1. Overall teacher experience indicates a more of a balance in the number of years of experience at all levels.
2. Staff that are returning have proven positive student achievement and management results.
3. Changes in grade level assignments indicate positive effects on student outcomes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Hiring high quality candidates continues to be a concern. **Root Cause:** Teacher candidates do not have proper creditials and certifications.

Problem Statement 2 (Prioritized): New teachers have gaps in their abilities to manage student behavior. **Root Cause:** Many new teachers are from ACP programs and are not fully prepared to work with students in a high Economically Disadvantaged area.

Problem Statement 3 (Prioritized): New teachers are overwhelmed with back to school staff development activities and other daily realities of teaching and are not prepared to work under the pressure. **Root Cause:** New teachers do not have proper training in areas of need including instructional strategies, supporting low performing students, and other clerical tasks that are included in their job descriptions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the 2021-2022 school year, our ELA classroom teachers and math teachers in grades 1 and 2, worked with district and state staff to learn the Amplify Reading and Eureka Math curriculums. Implementation took place in all ELAR classrooms and 1st and 2nd grade math classrooms. Teachers partiicpating in the new curriculum implementation also attended online training each month, which required submission of teaching artifacts throughout the school year. Classroom instruction in these classrooms was monitored by campus and district administrators. Additional training was provided for teachers who had difficulty or who had students that were underperforming their peers. TEA staff also visited the campus to observe in classrooms, a planning PLC, and meet with teachers and the campus principal. Students in grades 3-5 had a siginifcant increase in studnet achievement on STAAR this school year, as compared to the previous year (43/15/8 in 20-21 to 62/33/16 in 21-22, according to preliminary data).

In grades 3-5, math teachers implemented the Sheldon ISD curriculum. Teachers worked to ensure the level of rigor in classroom instruction aligned with the level on STAAR. The campus continued to use Best Practices in reading and math, to help teachers learn exactly what is needed for students to learn the required skills and provide work that meets the rigor needs of assessments.

Science teachers continued to use the district science curriculum as well. We did see a drop in our Science STAAR scores (50/15/5 in 20-21 to 46/23/9 in 21-22). Teacher indicated that students who were in 5th grade did come in below grade level at the beginning of the year and needed additional support in reading and math, which resulted in less time to support remedial science support. All science teachers in grades 1-5 utilized the STEM Scopes program to plan and deliver classroom instructional activities. The campus science lab was utilized as a classroom this school year, so students also were not able to attend science lab and had to adjust to do experiments in their classrooms without all of the equipment.

Monahan Elementary's number of students in special education increased for the 21-22 school year. At the close of the year, we had 120 students that were currently being served in the program. Students in this program presented multiple needs, including academic, intellectual, behavioral, and needs that required alternate curriculums. Many of the students also were identified as having dyslexia in addition to their other qualifying factors.

Monahan will continue to implement the Amplify curriculum in grades 1-5 for all ELAR classes. 1st and 2nd grade math classrooms will use the Eureka math, and we will add the curricuum components to our 3rd grade classes. The science lab will revert back to a lab for students and teachers to utilize throughout the year. The dual language program will transition for our EB students. Two way Dual Lanugage will continue with one class per grade level, grades 2-5. All other classes that service EB students will transition to transitional bilingual classrooms for the upcoming year.

Monahan continued to be part of the My Home Library Program with the Barbara Bush Foundation. Our students in all grades received 5 books to take home and add to their own libraries. The Barbara Bush Foundation staff and Ms. Castro, the program sponsor for Monahan, came to assist with book distribution on May 16, 2022.

Most of the Monahan staff completed the Reading Academy requirements to remain highly qualified to teach in elementary grades. At this time, two staff members have withdrawn from the academy and 4 others have a project to complete.

Curriculum, Instruction, and Assessment Strengths

1. Increased reading achievement in grades 3-5 on STAAR.

2. Slight increase in math achievement on STAAR in grades 3-5.

3. Teachers have increased knowledge of new curriculum in areas of implementation and will be able to start the year with a better understanding of the requirements.

4. Dual language students are outperforming their general education peers, so transitioning to a new transitional bilingual program will be smooth.

5. Monahan continues to be part of the My Home Library Program for the Barbara Bush Foundation and students continue to receive 5 free books per year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Math performance continues to be below district averages in all grade levels. **Root Cause:** Teachers are missing strategies to teach foundational and problem solving skills in math that are required to meet assessment needs.

Problem Statement 2 (Prioritized): Science performance dropped on 5th Grade Science STAAR. **Root Cause:** Teachers did not spend as much time on Science activities needed to master the rigor of the Science STAAR.

Problem Statement 3 (Prioritized): Foundational reading assessments indicate that students are underperforming their peers at other campuses. **Root Cause:** Teachers are missing instructional strategies to deliver high quality reading instruction and individual student supports.

Problem Statement 4 (Prioritized): Special education students continue to underperform as compared to their peers in all academic areas. **Root Cause:** All teaching staff require additional training in appropriate supports for students in special education.

Parent and Community Engagement

Parent and Community Engagement Summary

During the beginning of the 21-22 school year, parent engagement activities were still limited due to COVID 19. As the year progressed, the school began to slowly open back up for full services with parents. Parents attended Meet the Teacher and Open House in the fall semester, based on appointments. As the second semester began, parents were able to come back for lunch visits, with appointments, and volunteer activities.

The Monahan Counselor provided support for a small group of parents through the Parenting Partnership Program. This group met weekly with the counselor and a set of team members to work through important parenting skills. The program ran for 6 weeks during the 1st semester. We also held our fist Trunk or Treat event in October for the community. This event had great parent/community participation. It was held outside so that more people could attend.

As we continued into the 2nd semester, we held our Annual Title 1 meeting and Literacy Night in person without appointments. We had about 30 parents attend. During the May Site Based Decision Making Team meeting, the parent representative and all staff members discussed ways to get parents back involved in our school community. The PTO was also discussed and plans for bringing that committee back in place are underway.

A parent survey was distributed in the spring semester. We had 9 parents complete the survey. Most survey questions were responded to positively. There were a couple of concerns with communication from teachers to parents and 1 parent feeling that their child was bullied on campus.

Parent and Community Engagement Strengths

Parents continue to be eager to be back on campus without restrictions so that they can support their child and their child's teacher during the school year.

Parents have indicated that they are interested in bringing the PTO back on campus.

The SBDM team has planned monthly parent engagement events and will work with the counselor to implement the plan.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent engagement activities continue to have limited parent participation. **Root Cause:** COVID 19 restrictions continued to limit parent participation.

Problem Statement 2 (Prioritized): Parent involvement in student learning continues to be limited on campus. **Root Cause:** Parents do not understand the importance of parent engagement in their child's learning.

School Context and Organization

School Context and Organization Summary

Monahan Elementary completed the 21-22 school year with 691 students, which was more than what was projected at the start of the year. There were 35 classroom teachers in grades 1-5. For the 22-23 school year, we anticipate the same student enrollment, but will decrease by 2 classrooms, having 33 classroom teachers. Dual Language programs will be transitioning off the Monahan campus, beginning in 1st grade, resulting in one of the classroom reductions.

- 1st Grade - 6 classroom teachers (4 General Education/2 Transitional Bilingual)
- 2nd Grade - 7 classroom teachers (4 General Education/2 Transitional Bilingual/1 Two Way Dual Language)
- 3rd Grade - 7 classroom teachers (4 General Education/2 Transitional Bilingual/1 Two Way Dual Language)
- 4th Grade - 7 classroom teachers (4 General Education/2 Transitional Bilingual/1 Two Way Dual Language)
- 5th Grade - 6 classroom teachers (4 General Education/1 Transitional Bilingual/1 Two Way Dual Language)

Monahan finished the school year with 120 students serviced through special education. Students will participate in 1 or more of the following special education programs, if assigned:

- Life Skills (1 Teacher/1 Paraprofessional)
- Structure Unit (1 Teacher/2 Paraprofessionals)
- BEST - Behavior Program (1 Teacher/2 Paraprofessionals)
- Resource Reading (1 Teacher)
- Resource Math (1 Teacher)
- In Class Support (2 Paraprofessionals)

The Monahan Office Staff consists of the following staff members:

- Principal
- Assistant Principal
- Counselor
- Secretary
- Attendance Clerk
- PEIMS Clerk
- Receptionist

Students rotate daily in the Specials/Ancillary classes. The following classes are provided to students:

- Music
- PE
- Art
- Library

- Computer Lab
- Social Emotional Learning class

Two Campus Instructional Specialists (ELAR and Math/Science) are included on the support team, in addition to 7 intervention/support teachers and 3 paraprofessionals.

Daily PLC and Intervention time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

Monahan will continue to have 1 Two Way Dual Language classroom at each grade level, grades 2-5. All other bilingual classes will become transitional bilingual classrooms. In addition, Monahan is a Technology focused Compass School, with emphasis on incorporating teachnology into the implementation and enrichment of the district, Amplify, and Eureka curriculums.

School Context and Organization Strengths

Monahan Elementary has an after school program, provided through the YMCA that students can attend at no cost.

A strong campus support team is organized to provide reading and math intervention support at every grade level.

A variety of support is in place for our students serviced through special education services.

The campus layout supports the needs of all students and staff in a way that is organized and coducive to learning, while housing all of our students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus map indicates that all classrooms are being utilized for instruction, in addition to other areas on the campus. **Root Cause:** With the increased number of students, all areas of the building are being used for instructional purposes, limiting areas of storage and group meetings.

Technology

Technology Summary

Monahan Elementary is a Technology focused Compass School. The implementation began in the 18-19 school year with 1st grde students. Each year, an additional grade level is added to the support the technology implementation. During the 20-21 and 21-22 school years due to COVID 19, the campus paused the implementation so that the focus of the campus was on getting students back to school and back on track with social emotional needs. The campus does include the computer lab into its daily ancillary rotation, where a staff member works with students on understanding technology applications, virtual reality equipment, and responsibliity when using technology. In addition, all of our students have a personal devices checked out to them at the beginning of the year, so that they can access technology that will enhance their learning during the instructional day. 4th and 5th grade students also participate in after school clubs for robotics and sculture, through STEM programs.

The following technology activities will be implemented during the 22-23 school year:

- Technology programs implemented during work stations in classrooms
- Touch screen capatilities in all grade levels
- Green Screen/Recording station in Fine Arts area
- Virtual reality system to support learning in content areas, specifically science
- Coding, Maker's Space, and robotics during PLC time
- Online reading programs to enhance students' love of reading
- Various presentation programs for student use in daily classroom activities
- Digital Citizenship programs during Computer Lab rotation

In addition, Monahan Elementary will have a Technology Committee to support teachers learning and implementation of technology activities during the instructional school day.

Technology Strengths

Teachers learned several ways to incorporate effective technology use in the classrooms during the past 2 school years.

Ancillary teachers have plans for technology enrichment activities during classroom and PLC time.

Students have knowledge of how to use programs and devices with little support.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers need to use more technology during instructional activities that will enhance the learning process for students. **Root Cause:** Teachers do not have the knowledge or skills to implement technology programs in ways that support the campus curriculum.

Problem Statement 2 (Prioritized): Students need more technology enrichment activities that align with the Compass Schools plan during the school year. **Root Cause:** Campus staff are focused on curriculum activities and do not see the importance of technology enrichment to keep students engaged in learning.

Priority Problem Statements

Problem Statement 1: The number of economically disadvantaged students continues to increase.
Root Cause 1: Low income families are moving into the campus boundary area.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students in special education continues to increase.
Root Cause 2: Students are presenting needs that must be addressed through special programs.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Monahan Elementary continues to have a high turnover rate of staff each year requiring the hiring of new teachers.
Root Cause 3: New hires are not equipped with strategies to address student needs.
Problem Statement 3 Areas: Demographics

Problem Statement 4: 4th grade had 2 classes with long term subs.
Root Cause 4: 2 teachers resigned during the school year.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Student achievement in Science decreased.
Root Cause 5: Science was not a focus, as teachers spent more time on reading and math instruction.
Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Student achievement in reading in grades 1 and 2 are below district performance levels.
Root Cause 6: Teachers were learning to use a new curriculum and unsure how to provide necessary support to underachieving students.
Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Student achievement in math in grades 1 and 2 are below district performance levels.
Root Cause 7: Teachers were learning to use a new curriculum and unsure how to provide necessary support to underachieving students.
Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Increased student social emotional needs required teachers to have tools to handle these needs.
Root Cause 8: Students spent the 2020-2021 school year back and forth at home and at school, resulting in a changed view of the importance of student attendance, student

discipline, and student work ethic.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: 905 incidences of staff absences resulted in missed days of instructional opportunities for students.

Root Cause 9: Teachers and staff reported absent throughout the school year.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Staff had difficulties with managing student behaivor.

Root Cause 10: Staff did not have knowledge or strategies to management increased student behaviors.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Hiring high quality candidates continues to be a concern.

Root Cause 11: Teacher candidates do not have proper creditials and certifications.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: New teachers have gaps in their abilities to manage student behavior.

Root Cause 12: Many new teachers are from ACP programs and are not fully prepared to work with students in a high Economically Disadvantaged area.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: New teachers are overwhelmed with back to school staff development activities and other daily realities of teaching and are not prepared to work under the pressure.

Root Cause 13: New teachers do not have proper training in areas of need including instructional strategies, supporting low performing students, and other clerical tasks that are included in their job descriptions.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: Math performance continues to be below district averages in all grade levels.

Root Cause 14: Teachers are missing strategies to teach foundational and problem solving skills in math that are required to meet assessment needs.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Science performance dropped on 5th Grade Science STAAR.

Root Cause 15: Teachers did not spend as much time on Science activities needed to master the rigor of the Science STAAR.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: Foundational reading assessments indicate that students are underperforming their peers at other campuses.

Root Cause 16: Teachers are missing instructional strategies to deliver high quality reading instruction and individual student supports.
Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: Special education students continue to underperform as compared to their peers in all academic areas.
Root Cause 17: All teaching staff require additional training in appropriate supports for students in special education.
Problem Statement 17 Areas: Curriculum, Instruction, and Assessment

Problem Statement 18: Parent engagement activities continue to have limited parent participation.
Root Cause 18: COVID 19 restrictions continued to limit parent participation.
Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 19: Parent involvement in student learning continues to be limited on campus.
Root Cause 19: Parents do not understand the importance of parent engagement in their child's learning.
Problem Statement 19 Areas: Parent and Community Engagement

Problem Statement 20: Teachers need to use more technology during instructional activities that will enhance the learning process for students.
Root Cause 20: Teachers do not have the knowledge or skills to implement technology programs in ways that support the campus curriculum.
Problem Statement 20 Areas: Technology

Problem Statement 21: Students need more technology enrichment activities that align with the Compass Schools plan during the school year.
Root Cause 21: Campus staff are focused on curriculum activities and do not see the importance of technology enrichment to keep students engaged in learning.
Problem Statement 21 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- 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

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

Goals

Revised/Approved: October 15, 2023

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 1: Reading STAAR Performance Grades 3-5

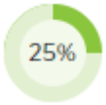
The percentage of students at Approaches will increase from 51% to 70%.
The percentage of students at Meets will increase from 24% to 35%.
The percentage of students at Masters will increase from 8% to 15%.

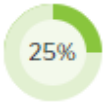
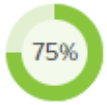
High Priority

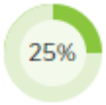
HB3 Goal

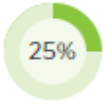
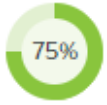
Evaluation Data Sources: District Assessments
Mock Assessments
Interim Assessments
MClass/TRC
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Wonders and Boost curriculum in all reading classrooms. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024. **Strategy's Expected Result/Impact:** Increase in STAAR scores **Staff Responsible for Monitoring:** Campus Instructional Specialist Interventionists Teachers Campus Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide accelerated instruction during Intervention Time, scheduled within the school day, for all students to continue to progress to the next level of achievement. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Campus Instructional Specialist Interventionists Teachers Campus Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Accelerated Learning materials - 211-Title I - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide after school tutorials for students who are not making expectations on MClass, Interim and Spring Mock assessment. October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR Scores **Staff Responsible for Monitoring:** Campus Administrators Interventionists Teachers Campus Instructional Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Extra Duty Pay - 211-Title I - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide PLC for teachers and staff to ensure delivery of high quality Tier 1 instruction aligning instructional activities to the rigor of STAAR assessments August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024; Work with Lead4ward to effectively train the Guiding Coalition to be leaders of PLC. **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Campus Instructional Specialist Teachers Interventionists Campus Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** PLC materials - 211-Title I - $13,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers to increase student achievement. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores at Meets and Masters level **Staff Responsible for Monitoring:** AVID Site Coordinator Campus Instructional Specialist Campus Administrators Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 199-General funds - $5,000	15%	50%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 2: Literacy

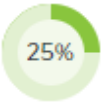
Increase the number of students at the proficient level on the TRC and MClass reading assessments to 50% on level in all grade levels.

High Priority

HB3 Goal

Evaluation Data Sources: TRC assessment BOY, MOY, EOY
MClass assessment BOY, MOY, EOY
Amplify Skills Unit Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning meetings focused on effective implementation of science of teaching reading to meet student needs. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2023, May 2024, June 2024 **Strategy's Expected Result/Impact:** Increase in student proficiency on reading assessments **Staff Responsible for Monitoring:** Reading Campus Instructional Specialist Reading Interventionists Teachers Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Wonders and Amplify curriculum in all reading classrooms. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increase in student proficiency on reading assessments. **Staff Responsible for Monitoring:** Reading Campus Instructional Specialist Teachers Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide student interventions for students below grade level in reading. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased student proficiency in reading **Staff Responsible for Monitoring:** Campus Instructional Specialist Reading Interventionists Teachers Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Intervention Materials - 211-Title I - $2,100	25%	50%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 3: Math STAAR Performance

The percentage of students at Approaches will increase from 59% to 70%.
The percentage of students at Meets will increase from 28% to 35%.
The percentage of students at Masters will increase from 10% to 15%.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments
Mock Assessments
Interim Assessments
Campus Formative Assessments
IReady BOY, MOY, EOY
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The recommendation will be made once all STAAR calculations and data have been reported.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning sessions for teachers in grades 3-5 that focuses on TEKS review and effective instructional strategies aligned to the rigor of STAAR assessments. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Math Interventionists Teachers Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Planning materials and supplies - 211-Title I - $500	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the Eureka Math curriculum in grade 3 math classrooms. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Campus Administrators Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	25%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide PLC support for teachers that focuses on instructional and technology activities and student learning that is aligned to the curriculum and STAAR assessments. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Funding Sources:** PLC resources - 211-Title I - $500	25%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased levels Math STAAR Meets and Masters **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** AVID Materials - 211-Title I - $1,000	15%	50%	30%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide after school tutorials for students in grades 3-5 that are below passing on campus and district assessments. October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Extra Duty Pay - 199-State Comp. Ed. - $6,000	25%	50%	75%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide accelerated instruction and remediation during Intervention Time, scheduled within the school day, for all students to continue to progress to the next level of achievement. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased Math STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Interventionists Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Intervention materials - 211-Title I - $1,000	25%	50%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 4: Math Foundation

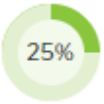
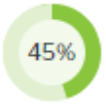
By May of 2024, 50% of students will score 70% or higher on the end of the year assessment.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments
Eureka Unit Assessments
End of Year Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Eureka curriculum in math classrooms in grades 1 and 2. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased math proficiency on EOY Assessments **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Interventionists Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold collaborative planning sessions focusing on all components of the TEKS. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased math proficiency on EOY Assessments **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Campus Administrators Interventionists Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	25%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide PLC support sessions to ensure teachers have instructional activities aligned with assessments and students are learning. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased math proficiency on EOY Assessments **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Campus Administrators Interventionists Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** PLC materials - 211-Title I - $500	25%	50%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 5: Science STAAR Performance

The percentage of students at Approaches will increase from 39% to 70%.
The percentage of students at Meets will increase from 13% to 35%.
The percentage of students at Masters will increase from 6% to 15%.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments
Mock Assessments
Interim Assessments
Campus Formative Assessments
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning weekly to assist teachers in planning science instruction that focuses on knowledge of the TEKS, effective instructional strategies, and alignment to STAAR rigor and expectations. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased Science STAAR scores **Staff Responsible for Monitoring:** Campus Administrators Math Campus Instructional Specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Planning materials and supplies - 211-Title I - $500	15%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold STEM Fair to prepare and showcase student science projects aligned to science TEKS. January 2024 **Strategy's Expected Result/Impact:** Increased Meets and Masters on Science STAAR **Staff Responsible for Monitoring:** Math Campus Instructional Specialist Teachers Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy** **Funding Sources:** Science Project materials - 211-Title I - $1,500	10%	25%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide 5th grade science teachers the opportunity to attend CAST -Houston 2023. **Strategy's Expected Result/Impact:** Increased Science STAAR scores **Staff Responsible for Monitoring:** Math Campus Instructional Specialist 5th Grade Science Teachers Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Science lab materials - 211-Title I - $1,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

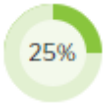
Performance Objective 6: Increase student performance of all sub-populations (EB, Special Ed, African American) by 10% at Approaching on STAAR in May 2024.
AA - R: 54% to 64%, M: 37% to 47%, Sci: 35% to 45%
EB - R: 66% to 76%, M: 55% to 65%, Sci: 57% to 67%
Sped - R: 41% to 51%, M: 21% to 31%, Sci: 28% to 38%

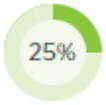
High Priority

HB3 Goal

Evaluation Data Sources: District Assessments
Mock Assessments
Interim Assessments
Campus Formative Assessments
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold staff development and support sessions for special ed and general ed teachers on accommodations/ modifications/test supports for students in special education. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased STAAR scores for special education students. **Staff Responsible for Monitoring:** Special Education Teachers Campus Instructional Specialists Interventionists Teachers Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Training materials and supplies - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress in all content areas and utilize data to drive instructional plans for all student sub-groups. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increase STAAR scores for monitored sub-populations **Staff Responsible for Monitoring:** Special Education teachers Interventionists Teachers Campus Instructional Specialists Campus Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Review EB student progress on all students from TELPAS, STAAR, and district assessments to plan instruction based on student needs. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased TELPAS and STAAR student achievement scores **Staff Responsible for Monitoring:** EB Teachers Campus Instructional Specialists Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	25%	50%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor African American performance in grades 1-5, during PLC data review sessions, on all district and unit assessments throughout the year. October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased performance on STAAR **Staff Responsible for Monitoring:** Campus Instructional Specialists Campus Administrators Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	25%	50%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Monahan Elementary will maximize student learning for All.

Performance Goal: By June 2024, Monahan Elementary will increase the overall STAAR component score from 31 to 40 by increasing the number of students who achieve approaching, meets, and masters.

Performance Objective 7: Teachers will be able to make data driven decisions to differentiate instruction based on the academic needs of all students. Teachers will use Eduphoria to create individualized intervention plans for their students after each assessment in November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, and May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments
Mock Assessments
Interim Assessments
Campus Formative Assessments
STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will receive training on the new Aware data software. Teachers will use the data reports to create small group and intervention plans for their students after each assessment in November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024. **Strategy's Expected Result/Impact:** Increased student achievement in all grade levels for all content areas. **Staff Responsible for Monitoring:** Teachers Interventionists CIS School Support Administrator Assistant Principal Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 211-Title I				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Monahan Elementary will attract, develop and retain highly effective staff.

Performance Objective 1: The number of staff resignations will be 15% or less for the 2023-2024 school year.

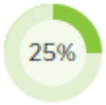
High Priority

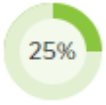
Evaluation Data Sources: Staff retention data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a Climate/Culture Committee on campus to address campus needs. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Decrease in staff resignations **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Activities, supplies - 199-General funds - $500	25%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold 6 climate building activities with staff during the 2023-2024 school year. August 2023 , September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased staff statisfaction with campus **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide coaching support for teachers who need additional supports with classroom management or instructional effectiveness. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024, July 2024 **Strategy's Expected Result/Impact:** Maintain staff resignation number **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish clear roles and responsibilities for all instructional leaders and support staff. August 2023 **Strategy's Expected Result/Impact:** Meet campus goals for academics, behavior, and attendance **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve campus culture by completing a book study utilizing The Energy Bus. The campus, including staff and students, will complete monthly activities in September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024. **Strategy's Expected Result/Impact:** Meet campus goals for improving campus culture and climate **Staff Responsible for Monitoring:** Campus Administrators Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** The Energy Bus Books - 211-Title I - $1,300	N/A			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Principal and Secretary will receive Breakthrough Coach professional development to ensure alignment of goals and responsibilities within the school. **Strategy's Expected Result/Impact:** Collaboratively ensure effective communication, planning and staff support between the principal and secretary. **Staff Responsible for Monitoring:** Campus Principal Principal Secretary **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - 211-Title I - $950	N/A	N/A	N/A	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

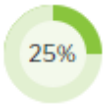
Goal 2: Monahan Elementary will attract, develop and retain highly effective staff.

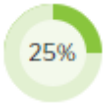
Performance Objective 2: Retain at least 85% of new teachers hired for the 2023-2024 school year.

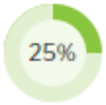
High Priority

Evaluation Data Sources: Staff retention data
Mentor support data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentor support for new and 2nd year teachers. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Retain new teachers **Staff Responsible for Monitoring:** Campus Administrators Campus Lead Mentor Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** Substitutes, training materials - 199-General funds - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold New Hire Mini Academy for all new hires and year 2 teachers, focused on instructional, behavioral, and clerical strategies of a successful year. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Retain new hires **Staff Responsible for Monitoring:** Campus Administrators Lead Mentor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** Training supplies and materials - 199-General funds - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Meet quarterly with new hires to check in and monitor progress. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Retain new hire staff **Staff Responsible for Monitoring:** Campus principal Lead Mentor Mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Monahan Elementary will continue to build positive relationships with parents, families, and community members.

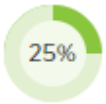
Performance Objective 1: Increase opportunities for parental engagement from 7 in the 2022-2023 school year to 9 in the 2023-2024 school year.

High Priority

Evaluation Data Sources: Parent engagement session logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Parenting Partnership Parent Engagement Program with selected parents on campus. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased parent engagement and increased number of parents presenting to other parents. **Staff Responsible for Monitoring:** Counselor **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Program Materials - 211-Title I - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a parent volunteer program. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased parent volunteers on campus **Staff Responsible for Monitoring:** Counselor Campus Secretary **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Monahan Elementary will continue to build positive relationships with parents, families, and community members.

Performance Objective 2: Develop the campus Title 1 Parent Engagement Policy.

High Priority

Evaluation Data Sources: Parent Engagement Policy

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop the Parent Engagement Policy with a team of parents. September 2023 **Strategy's Expected Result/Impact:** Updated Parent Engagement Policy **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	✗

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Distribute Parent Engagement Policy to all parents in English and Spanish. September 2023 **Strategy's Expected Result/Impact:** Policy communicated to parents **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold Title 1 Parent Engagement Annual Meeting. September 2023 **Strategy's Expected Result/Impact:** Parents' knowledge of programs on campus **Staff Responsible for Monitoring:** Principal **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Monahan Elementary will ensure a safe and positive learning environment.

Performance Objective 1: 94% of students on average will attend school daily during the 2023-2024 school year.

High Priority

Evaluation Data Sources: ADA reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor student attendance daily with an absence report. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased daily attendance **Staff Responsible for Monitoring:** Attendance Clerk Assistant Principal Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Celebrate student attendance in classrooms and throughout the building. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased average daily attendance **Staff Responsible for Monitoring:** Assistant Principal PBIS Team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Awards and incentives - 199-General funds - $500	25%	50%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the A2A system to monitor excessive absences throughout the year. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased average daily attendance **Staff Responsible for Monitoring:** Assistant Principal Attendance Clerk **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Monahan Elementary will ensure a safe and positive learning environment.

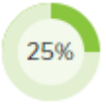
Performance Objective 2: Provide transitional activities for students coming to 1st grade from Early Childhood and to the 6th grade at the middle school.

High Priority

Evaluation Data Sources: Flyers
Student attendance data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold transition trip for Kindergarten students to attend Monahan Elementary. May 2024 **Strategy's Expected Result/Impact:** Knowledge of processes on campus **Staff Responsible for Monitoring:** Counselor Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold transition trip for 5th grade students to visit KMS. May 2024 **Strategy's Expected Result/Impact:** Knowledge of processes on campus **Staff Responsible for Monitoring:** Counselor Principal **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

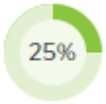
 No Progress  Accomplished  Continue/Modify  Discontinue

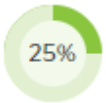
Goal 4: Monahan Elementary will ensure a safe and positive learning environment.

Performance Objective 3: Implement a technology program for the Compass Schools program.

Evaluation Data Sources: Lesson plans with technology activities
Computer lab schedule
Classroom observation data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize technology supports in specials rotation classes. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased technology use **Staff Responsible for Monitoring:** Rotation teachers Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 287-Title IV				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide technology clubs for students in grades 4 and 5. October 2023, November 2023, December 2023, January 2023, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased use of technology on campus **Staff Responsible for Monitoring:** Club coaches Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Integrate technology during instructional activities in classrooms. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Increased use of technology **Staff Responsible for Monitoring:** Teachers Principal CIS's **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 287-Title IV	25%	50%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

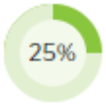
Goal 4: Monahan Elementary will ensure a safe and positive learning environment.

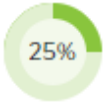
Performance Objective 4: Implement PBIS supports and strategies throughout the campus to improve student behavior management.

Evaluation Data Sources: Discipline reports
Referral data
PBIS Team meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Bobcat Folders and E in Conduct celebrations throughout the year to encourage on task behaviors. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Decreased behavior incidences **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Incentive materials - 199-General funds - $1,000	25%	50%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the Bobcat Market Incentive Program with all students. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Decreased behavior incidences **Staff Responsible for Monitoring:** Assistant Principal Team Leaders **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Incentives - 199-General funds - $500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide behavior/social emotional supports to students with a high incidence of behavior infractions. September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Decreased student behavior incidences **Staff Responsible for Monitoring:** Assistant Principal Counselor **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Monahan Elementary will maintain and monitor systems to ensure financial accountability across the district.

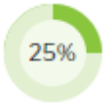
Performance Objective 1: Follow district guidelines for responsible spending of campus budget.

Evaluation Data Sources: Campus budget reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Spend campus based budgets according to district guidelines and campus needs. July 2023, August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Campus Administrators Campus Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	55%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold weekly budget meetings with campus administrators and campus secretary to review spending. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Campus Administrators Campus Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%	50%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train campus staff on responsible spending of campus funds. August 2023, September 2023, October 2023, November 2023, December 2023, January 2024, February 2024, March 2024, April 2024, May 2024 **Strategy's Expected Result/Impact:** Responsible spending by staff **Staff Responsible for Monitoring:** Campus Administrators Campus Secretary **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$5,000.00
1	6	1	Training materials and supplies		$500.00
2	1	1	Activities, supplies		$500.00
2	2	1	Substitutes, training materials		$1,000.00
2	2	2	Training supplies and materials		$500.00
4	1	2	Awards and incentives		$500.00
4	4	1	Incentive materials		$1,000.00
4	4	2	Incentives		$500.00
				Sub-Total	$9,500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5	Extra Duty Pay		$6,000.00
				Sub-Total	$6,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,000.00
1	1	2	Accelerated Learning materials		$1,000.00
1	1	3	Extra Duty Pay		$10,000.00
1	1	4	PLC materials		$13,000.00
1	2	3	Intervention Materials		$2,100.00
1	3	1	Planning materials and supplies		$500.00
1	3	3	PLC resources		$500.00
1	3	4	AVID Materials		$1,000.00
1	3	6	Intervention materials		$1,000.00
1	4	3	PLC materials		$500.00
1	5	1	Planning materials and supplies		$500.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	Science Project materials		$1,500.00
1	5	3	Science lab materials		$1,000.00
1	7	1			$0.00
2	1	5	The Energy Bus Books		$1,300.00
2	1	6			$950.00
3	1	1	Program Materials		$2,000.00
				Sub-Total	$37,850.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	1			$0.00
4	3	3			$0.00
				Sub-Total	$0.00