Sheldon Independent School District

Royalwood Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

The Royalwood Site Decision Making Committee met on June 15, 2021 to facilitate the program evaluation and comprehensive needs assessment. The committee identified the following needs to be addressed the following school year 2021-2022:

The Parent Engagement Committee needs to get our parents to get more involved: Insufficient parent participation on parent survey the root cause 23 parents completed the survey out of approximately 450 parents could have been due to school closure due to COVID19.

The Teachers and staff need: The staff needs to continue to grow in delivering instruction and planning and curriculum knowledge and will need staff development to address this area.

Tier 1 instruction need:

The campus met standard on the STAAR for all domains. Improvement needed in4th grade Math, Reading, and Writing and 5th grade Math and Reading. The STAAR report indicated that writing had the lowest component score.

The team consisted of:

Campus Improvement Decision-Making Committee

Committee Role Name Position
Administrator Jesus Altamirano Chair
Paraprofessional Mellisa Vazquez Secretary
Classroom Teacher Chrystal Guerra, 2nd Grade
Classroom Teacher Maria Pacheco, 3rd Grade
Classroom Teacher Amanda Fiedler, 4th Grade
Classroom Teacher Dianna Estrada, 5th Grade
Classroom Teacher Sorangel Zambrano, SpEd
CIS Marcia Garza, Math
CIS Rocio Castillo, Reading
CIS Marcy Jackson, Math
CIS Shaleka Coleman, Reading
Ancillary Jessica Clanton, Music
Business Partner, Veronica Nunez
Parent Maria Mendoza, PTO President
Counselor Ruby Marroquin

After carefully reviewing all data elements, the campus site-based team has idenified the following areas as the primary focus for the 2021-2022 school year:

1. Implement best practices to improve the academic performance for all students especially at-risk students and students who failed STAAR Reading and Math.

2. Improve the implementation of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

3. Provide well-rounded, rigourous and aligned instruction that will support the whole child through innovative lessons, activities, project-based learning, and data-drivien assessments.

Demographics

Demographics Summary

Royalwood Elementary has a student population of 473 students, grades 1-5 for 2021-2022. The school is a School-wide Title 1 campus and is composed of the following:

Hispanic	**414**
White	30
African American	21
Asian	0
Male	234
Female	239
Economically Disadvantaged	423
LEP	277
Special Ed	53
Gifted and Talented	43

Demographic Data

1. **Student Enrollment 473**

2. **Student Demographics by Ethnicity**

Ethnicity 21-22	**Campus**		
AA	.21%		
W	6.34%		
H	87.53%		
Asian	0%		
2 or more	1.48%		
ED	87.79%		
ELL	58.56%		

Student Demographics by Gender

Gender	Campus		
F	50.53%		
M	49.47%		•

Student Demographics by Special Populations

Special Population	Campus		State
Special Education	11.21%		
ELL	58.56%		
Gifted & Talented	9.09%		
Section 504	2.11%		
Economically Disadvantaged	89.43%		

Staff Demographics by Ethnicity

Ethnicity	Campus 21-22		
AA	1		
H	414		
W	30		
B	21		

Staff Demographics by Years of Experience 2021-22

Years of Experience		Campus	District
1-5	15 (40.1%)	32.3%	
6-10	5 (8%)	19.3%	

11-20	10 (27.2%)	25.1%

Demographics Strengths

Demographic Data

A. **Student Enrollment**

Strengths:

- Increase in student population
- Growth in community
- Mobility rate, lower than District and State Average

B. Student Demographics by Ethnicity

Strengths:

- The campus population is diverse

C. Student Longitudinal Demographics by Ethnicity

Strengths:

- Steady numbers
- the demographics have remained similar over the years.

D. Student Demographics by Gender

Strengths:

- Even split in student population

E. Student Demographics by Special Populations

Strengths:

- The number of Special Education students are below the district and state percentage

F. Staff Demographics by Ethnicity

Strengths: a diverse population

H. Staff Demographics by Years of Experience 2021-22

Demographics Strengths

- Most of staff are experienced
- Majority of staff in year 6-20

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student Demographics by Special Populations demonstrates a need on how to reach/teach the children of poverty , improve RtI and ELL educational support. **Root Cause:** ELLs comprise over half of our population, most of our population are economically disadvantaged (ED) and need more technology resources.

Problem Statement 2 (Prioritized): Staff Demographics by Years of Experience 2021-22 data shows 5 staff members with less than 2 years experience **Root Cause:** Mentor/ Mentee program implementation fidelity, support from grade team leaders

Student Learning

Student Learning Summary

STAAR Results:

2021 Grade Level/Subject:_____3rd STAAR Reading____Campus Component Score: 29%
2019 Grade Level/Subject: _____3rd STAAR Reading___Campus 71%
2018 Grade Level/Subject: _____3rd STAAR Reading___Campus 80% / District 74% / State 76%
2017 Grade Level/Subject: _____3rd STAAR Reading___Campus 67% / District 59% / State 72%

2021 Grade Level/Subject:_____4th STAAR Reading____Campus Component Score: 35%
2019 Grade Level/Subject: _____4th Reading___Campus 77%
2018 Grade Level/Subject: _____4th Reading___Campus 67% / District 59% / State 71%
2017 Grade Level/Subject: _____4th Reading___Campus 72% / District 61% / State 70%

2021 Grade Level/Subject:_____5th STAAR Reading____Campus Component Score: 44%
2019 Grade Level/Subject: _____5th Reading___Campus 89%
2018 Grade Level/Subject: _____5th Reading___Campus 89% / District 77% / State 78%
2017 Grade Level/Subject: _____5th Reading___Campus 78% / District 70% / State 83%

2021 Grade Level/Subject:_____3rd STAAR Math____Campus Component Score: 30%
2019 Grade Level/Subject: _____3rd Math_____Campus 80%
2018 Grade Level/Subject: _____3rd Math_____Campus 77% / District 70% / State 77%
2017 Grade Level/Subject: _____3rd Math_____Campus 68% / District 70% / State 76%

2021 Grade Level/Subject:_____4th STAAR Math____Campus Component Score: 38%
2019 Grade Level/Subject: _____4th Math_____Campus 77%
2018 Grade Level/Subject: _____4th Math_____Campus 81% / District 69% / State 77%
2017 Grade Level/Subject: _____4th Math_____Campus 74% / District 68% / State 75%

2021 Grade Level/Subject:_____5th STAAR Math____Campus Component Score: 39%
2019 Grade Level/Subject: _____5th Math_____Campus 88%

2021 Grade Level/Subject:_____4th Writing____Campus Component Score: 28%
2019 Grade Level/Subject: _____4th Writing___Campus 69%
2018 Grade Level/Subject: _____4th Writing___Campus 59% / District 45% / State 61%
2017 Grade Level/Subject: _____4th Writing___Campus 62% / District 55% / State 63%

2021 Grade Level/Subject:_____5th Science____Campus Component Score: 30%
2019 Grade Level/Subject: _____5th Science___Campus 75%
2018 Grade Level/Subject: _____5th Science___Campus 72%
2017 Grade Level/Subject: _____5th Science __Campus 67%

Student Learning Strengths

STAAR Results:

Strength:

- Component Score for Approaches: 59% compared to district component score of 48%
- Component Score for Meets: 31% compared to district component score of 22%
- Component Score for Masters: 14% compared to district component score of 7%
- Component Score for STAAR 2021: 34% compared to district component score of 26%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd Grade Reading component score of 53% approaches grade level, decreasing from 72% in 2019. **Root Cause:** Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 2 (Prioritized): 3rd Grade Math component score of 55% approaches grade level, decreasing from 81% in 2019. **Root Cause:** Due to Covid and hybrid instruction, Math intervention was not implemented with fidelity and hands on/math manipulatives not used effectively and Guided math not implemented consistently in the general education setting.

Problem Statement 3 (Prioritized): 4th Grade Reading component score of 65% approaches grade level, decreasing from 76% in 2019. **Root Cause:** Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 4 (Prioritized): 4th Grade Math component score of 59% approaches grade level, decreasing from 79% in 2019. **Root Cause:** Due to Covid and hybrid instruction, Math intervention was not implemented with fidelity and hands on/math manipulatives not used effectively and Guided math not implemented consistently in the general education setting.

Problem Statement 5 (Prioritized): 5th Grade Reading component score of 65% approaches grade level, decreasing from 87% in 2019. **Root Cause:** Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 6: 5th Grade Math component score of 62% approaches grade level, decreasing from 88% in 2019. **Root Cause:** Due to Covid and hybrid instruction, Math intervention was not implemented with fidelity and hands on/math manipulatives not used effectively and Guided math not implemented consistently in the general education setting.

Problem Statement 7: 4th Grade Writing component score of 48% approaches grade level, decreasing from 69% in 2019. **Root Cause:** More PD needed for writing teachers to teach expository writing, revising, editing and publishing and incorporation of cross-curricular writing for all student groups, ie ELL, ED and SpED.

School Processes & Programs

School Processes & Programs Summary

Royalwood Elementary follows the district's curriculum scope and sequence and timeline. At the beginning of the semester, we meet as a team and review the curriculum. At the end of each quarter, we meet to for Data Talks with grade levels and support staff where we review snapshots, discuss curriculum, students results and needs, and create plans for intervention and enrichment.

Through Data Talks and PLC planning meetings, we've discovered the strengths and weaknesses within our campus and have implemented the following program changes.

Curriculum and Instruction

Reading:

- Planning PD for teachers in 1st and 2nd grades with the IC.
- Planning PD for teachers in 3rd-5th grades with IC.
- Reading fluency implement reading time when students are waiting in the hallway
- Silent Sustain Reading with a reader's response and purpose and student monitoring in their portfolio
- Reading Academy and Phonics implementation
- MCLASS
- Wonders
- Education Galaxy

Math:

- Math Fluency practice during down time in the hallways with grade level competitions
- Planning with District specialist for 1-2 "Backward Design"
- Developing common assessments for 1-5th grade
- Education Galaxy

Science:

- Opening of the science lab in the classroom
- Using Stemscopes Lessons
- Goalbook Project Based Learning Lessons
- Generation Genius
- Education Galaxy

School Wide:

AVID strategies and Universal Design for Learning frameworks for planning

Technology to enhance delivery of instruction and student products

Lion Time for planned intervention and enrichment where another staff member pushes in to the classroom for 45 minutes daily

Programs being used include: Zearn, Xtra Math, Education Galaxy, MCLASS

Cross-curriculum writing

Technology:

Students have access to Touchscreens, Ipads and Chromebooks to be used for the programs and for reading independently.

School Processes & Programs Strengths

The strengths on campus are the support of personnel and developing the growth mindset of our staff. We are currently improving the implementation of guided math, guided reading, and intervention.

- Implementation of MCLASS
- District support with Curricular Specialists: Reading, Math, Science
- District wide curriculum with the Scope and Sequence
- District wide support with the assessment
- Education Galaxy
- Zearn

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our students are struggling with math fluency from 1st through 5th grade. **Root Cause:** Lack of a systematic approach for students to practice the math facts.

Problem Statement 2: Our students are struggling with reading comprehension from 1st through 5th grade. **Root Cause:** The lack of balanced literacy implementation with consistency and efficacy. The need to teach phonics and phonemic awareness consistently and with fidelity.

Perceptions

Perceptions Summary

According to the parent and family engagement survey given at the end of the 2020-21 school year, parents are pleased with the education, school and safety of Royalwood Elementary. Parents and families are able to participate in the school activities throughout the day and during special events. Parents and family can volunteer, be a part of PTO, Watch Dogs, and help from home.
Royalwood Elementary has a large parent and family participation in parent and family engagement activities such as as Literacy night, STEAM Night, Dances, Math and Science Nights, AVID nights,Grade level Book Breakfasts, Dances, Field Days, and classroom parties.

Perceptions Strengths

Based on the survey given to parents at the end of the school year 2020-2021, the parents would recommend Royalwood to other parents. The overall rating received from the parents is a A.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 10% of the parents participated in the parent survey and 2 parents stated they would like to see improvement in technology. **Root Cause:** 36 parents completed the survey out of approximately 450 parents.

Priority Problem Statements

Problem Statement 1: Student Demographics by Special Populations demonstrates a need on how to reach/teach the children of poverty , improve RtI and ELL educational support.

Root Cause 1: ELLs comprise over half of our population, most of our population are economically disadvantaged (ED) and need more technology resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 3rd Grade Reading component score of 53% approaches grade level, decreasing from 72% in 2019.

Root Cause 2: Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff Demographics by Years of Experience 2021-22 data shows 5 staff members with less than 2 years experience

Root Cause 3: Mentor/Mentee program implementation fidelity, support from grade team leaders

Problem Statement 3 Areas: Demographics

Problem Statement 4: 3rd Grade Math component score of 55% approaches grade level, decreasing from 81% in 2019.

Root Cause 4: Due to Covid and hybrid instruction, Math intervention was not implemented with fidelity and hands on/math manipulatives not used effectively and Guided math not implemented consistently in the general education setting.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 4th Grade Reading component score of 65% approaches grade level, decreasing from 76% in 2019.

Root Cause 5: Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 5th Grade Reading component score of 65% approaches grade level, decreasing from 87% in 2019.

Root Cause 6: Due to Covid and hybrid instruction, the implementation of guided reading was not consistent or carried out with fidelity, targeted instruction for subgroups (ELL, ED, and SpED) is needed, additional PD for staff is needed, and alignment of SE's, instruction, and monitoring needs to be consistent.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Less than 10% of the parents participated in the parent survey and 2 parents stated they would like to see improvement in technology.

Root Cause 7: 36 parents completed the survey out of approximately 450 parents.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 4th Grade Math component score of 59% approaches grade level, decreasing from 79% in 2019.

Root Cause 8: Due to Covid and hybrid instruction, Math intervention was not implemented with fidelity and hands on/math manipulatives not used effectively and Guided math not implemented consistently in the general education setting.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

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

Goals

Revised/Approved: October 19, 2021

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

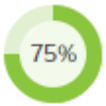
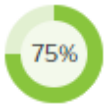
Performance Objective 1: By June 2022, student performance on STAAR reading 3, 4, 5 grades will component scores will increase from 3rd grade 29% to 39%, 4th grade 35% to 44%, 5th grade 44% to 52%. By June 2022, TRC will increase from 45% to 60% in 1st grade and from 51% to 65% in 2nd grade.
The overall percentage of students at Approaches will increase from 61% to 74% in Reading.
The overall percentage of students at Meets will increase from 31% to 37% in Reading.
The overall percentage of students at Masters will increase from 15% to 23% Reading.
B. Student Growth Measure: By June 2022, the overall growth measure will increase from 71% to 75%.
C. Closing the Gap Measure: by June 2022 the closing the gap measure will increase from 76% to 85%.

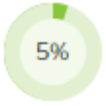
Targeted or ESF High Priority

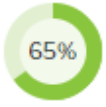
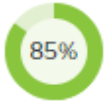
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement progress monitoring assessments to track student data, Guided Reading, Running records, mClass, and teacher created assessments in all grade levels. (Periodically scheduled through September 2021- May 2022) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review DCA1 data and expected results should be an increase of 5 percentage points. **Staff Responsible for Monitoring:** Teachers will use guided reading lesson plans and the Reading Academy plan templates to monitor progress. Campus Administration and Instructional Coaches will use the guided reading walk-through forms to monitor effectiveness and progress. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy**	N/A	N/A	20%	100%

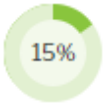
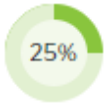
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize classroom devices for mClass and small groups (stations) and tutoring. (Sept 2021-May 2022) This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Technology implemented lesson plans, technology device monitoring, data from mClass. **Staff Responsible for Monitoring:** Teachers, Campus Administration, Technology Department, After School Program Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Purchase additional devices - 199-State Comp. Ed. - $2,000, extra duty pay - 211-Title I - $1,500	50%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (mClass, Think Up, Mentoring Minds) and strategies (Balanced Literacy, Lead4ward, DRA, stem scopes, AVID and intervention strategies, Imagine Learning). (August 2021- June 2022) **Strategy's Expected Result/Impact:** Classroom Observations, T-TESS data, assessment data, AVID walkthroughs, and TTM Data will all increase effective classroom instruction, and help students make progress instructionally, and become college and career ready. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**	30%	50%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an after school program that will provide academic assistance in all core subjects. (August 2021- June 2022) **Strategy's Expected Result/Impact:** Implementation of the after-school program will increase comprehensive instruction in all core subject areas. **Staff Responsible for Monitoring:** After School Program **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Part-time Front-line staff - 265-21st Century After-School Program (Cycle 10) - $50,000, Professional development - 265-21st Century After-School Program (Cycle 10) - $2,500, Instructional materials and supplies for activities - 265-21st Century After-School Program (Cycle 10) - $4,500, Extra duty pay for school day staff to support tutorials - 265-21st Century After-School Program (Cycle 10) - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide STAAR aligned reading resources for 3rd, 4th, and 5th grade students. (December 2021-June 2022) This strategy will meet the needs of all students in order to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** DCAs and Campus Assessments will be utilized to measure results from the above STAAR aligned materials. **Staff Responsible for Monitoring:** ELA Teachers, CIS, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials for STAAR - 199-State Comp. Ed. - $2,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Targeted Reading Intervention to ELLs (October 2021-June 2022) using the Imagine Learning Program **Strategy's Expected Result/Impact:** DCAs, TELPAS **Staff Responsible for Monitoring:** ELA teachers, CIS, Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The campus will meet the needs of students transitioning from kindergarten to first grade and from 5th to 6th grade by facilitating an event that will include a opportunity to visit the campus and to meet the administrative team and teachers. **Strategy's Expected Result/Impact:** Students attendance will be high. **Staff Responsible for Monitoring:** Counselor and lead teachers from 1st and 5 grades. **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By June of 2022, student performance on STAAR Math 3, 4, 5 grades will increase component score from 3rd grade 30% to 39%, 4th grade 38% to 48%, 5th grade 40% to 48%.

A. The percentage of students at Approaches for 3rd grade will increase from 55% to 65%; meets 25% to 32%; masters 11% to 21%.
B. The percentage of students at Approaches for 4rd grade will increase from 59% to 68%; meets 34% to 44%; masters 21% to 31%.
C. The percentage of students at Approaches for 5th grade will increase from 62% to 70%; meets 39% to 47%; masters 18% to 27%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct Professional Learning Community (PLC) meetings, and hold weekly instructional planning meetings to discuss, create, and implement an intervention and enrichment plans students. (August 2021 - May 2022) **Strategy's Expected Result/Impact:** by the end of the 1st 9weeks we will review DCA1 data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers will use guided math lesson plan templates Campus Administration and Instructional Coaches will use the guided math walk-through forms **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Math intervention and small group instruction to target economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards. (August 2021-May 2022) **Strategy's Expected Result/Impact:** Intervention tracking system/Data trackers per unit assessment students are creating their own goals and teachers conferencing individually with student RTI Meetings Math binder implementation **Staff Responsible for Monitoring:** Intervention Team Campus Administration Instructional Coaches After School Program Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** extra duty pay - 211-Title I - $2,000, extra duty pay - 199-State Comp. Ed. - $2,000	60%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide STAAR aligned Math Resources for 3rd, 4th, and 5th grade. (August 2021-June 2022) This strategy will meet the needs of all students to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** DCA's and STAAR **Staff Responsible for Monitoring:** All Teachers Intervention Staff Campus Administration Instructional Coaches **Funding Sources:** materials - 211-Title I - $2,000	45%	55%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct RTI meetings to guide and monitor TIER I & II students. (August 2021- June 2022) This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Intervention plans, RTI data sign-in sheet **Staff Responsible for Monitoring:** RTI Team **TEA Priorities:** Build a foundation of reading and math	30%	50%	65%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hold grade level math fact competitions. (December 2021- June 2022) **Strategy's Expected Result/Impact:** Math Fact Fluency, DCAs **Staff Responsible for Monitoring:** All Teachers, All Staff, Intervention Teachers, CIS, Administration	35%	50%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Response Boards for ALL students so that teachers can assess understanding in whole, small or intervention grouping.	25%	50%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

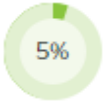
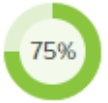
Performance Objective 3: Provide student with campus events and activities that are engaging and promote life long learning and career and college readiness from 3 events to 6 by the June 2022.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Provide career and college readiness activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will provide visual representations and college experiences to raise college awareness (collegiate banners, teacher college banners, college presentations, visits, staff experiences). (August 2021 - June 2022) **Strategy's Expected Result/Impact:** Visual items displayed to support college awareness **Staff Responsible for Monitoring:** Counselor Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in informative AVID parent nights to reach all demographics and gender interest in the students. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Parent/student sign-in sheet (August-June) **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers	N/A	N/A		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement grade level book breakfast events to raise awareness on the importance of reading and college readiness. (September 2021- May 2022)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 4. After School Program Activity: The after school program will offer a balance of enrichment activities such as cooking, arts and crafts, dance, martial arts, theatre, sports, gardening, etc. to encourage hands-on engagement in a variety of activities that will produce well rounded students. (August 2021- June 2022) **Strategy's Expected Result/Impact:** student participation Results from beginning, middle and end of year math assessments. **Staff Responsible for Monitoring:** After-school program Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - 265-21st Century After-School Program (Cycle 10) - 265 - $8,000	5%	55%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide opportunities for students to build leadership skills and soft skills that will contribute to their overall educational growth and development. (October 2021 - May 2022) **Strategy's Expected Result/Impact:** Student participation in leadership roles Student participation in school based organization Student participation in the student council **Staff Responsible for Monitoring:** Principal and counselor **Funding Sources:** Training and development - 199-State Comp. Ed. - $900	5%	50%	75%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: After School Program Activity: The after school program will participate in hands-on STEM activities to reinforce scientific concepts and encourage exploration. (September 2021-June2022) **Strategy's Expected Result/Impact:** Evidence Student Product/Rubric Timeline- September 2021 - June 2022 **Staff Responsible for Monitoring:** After School Program Coordinator **Funding Sources:** - 265-21st Century After-School Program (Cycle 10) - $1,000	10%	50%	55%	→

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

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

Performance Objective 4: Student daily attendance will increase from 95.79% in 2020-2021 to 97.0% in 2021-2022.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly starting November 2021 through June 2022, Class/Grade level competitions/incentives for perfect attendance. **Strategy's Expected Result/Impact:** Increase Attendance **Staff Responsible for Monitoring:** Administrator, CIS, Attendance Clerk	55%	70%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will earn A-Bucks for attendance every day and will be able to use them at our Snack Shack. **Strategy's Expected Result/Impact:** Increase Overall Attendance **Staff Responsible for Monitoring:** Administrator, CIS, Paras	50%	60%	60%	→

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

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

Performance Objective 5: By June 2022, 5th grade students will improve from 25% Meets Level to 30% Meets Level in 2022 on STAAR Science performance.

Evaluation Data Sources: DCA, MOCKS, Campus Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By November 2021, procure Science instructional materials aligned to STAAR which will meet the needs of all students to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** DCA improvement **Staff Responsible for Monitoring:** Teachers, CIS, Administration, Interventionalist **Funding Sources:** - 211-Title I - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students.

Performance Goal: By June 2022, Royalwood Elementary will increase the overall STAAR component score from 35 to 45 by increasing the number of students who achieve meets and masters.

Performance Objective 6: By June 2022, All students will have a writing portfolio with 30 cross-curricular writing pieces.

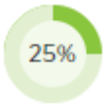
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will write on specific weekly prompts. The pieces will be collected every Friday. Each teacher will have a binder to collect all the writing samples.	15%	30%	60%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 1: Support teachers in their attainment of proficiency as defined by the T-TESS instrument by providing additional professional development by the end of June 2022.

Evaluation Data Sources: Provide staff with opportunities to become and remain highly qualified.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide technology training on new software and hardware. (September 2021- June 2022) **Strategy's Expected Result/Impact:** Observation of technology lessons, training sign-in sheets **Staff Responsible for Monitoring:** Technology Department District Digital coach Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Reading, Math, and Writing professional development and training by the district curriculum department and Instructional Coaches on new instructional initiatives. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Training session sign-in sheets, observation of guided lessons, guided groups tracking system **Staff Responsible for Monitoring:** Instructional Coaches Campus Administration Curriculum Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Instructional coaches to provide on-going feedback to teachers for continued / targeted growth & development. (August 2021 - May 2022) **Strategy's Expected Result/Impact:** Scheduled Instructional Rounds and impact cycles staff participation and feedback sessions **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a campus level Mentor Program for teachers with 1-2 years of experience through on-going observations and feedback, training, and individual growth and development. (August 2021- June 2022) **Strategy's Expected Result/Impact:** Written observation feedback tools, mentor observation schedule **Staff Responsible for Monitoring:** Lead Mentor Campus Administration **Funding Sources:** Mentor stipends - 199-General funds				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Provide effective, relevant on-going staff development and training to teachers to support the instructional vision of the campus through a variety of activities and resources by the June 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training sessions within faculty (support focus: instruction, technology, and intervention). (September 2020- May 2021) **Strategy's Expected Result/Impact:** Scheduled training sessions, training session sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** PD - 211-Title I - $3,000	25%	40%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide writing professional development. (September 2021- April 2022) **Strategy's Expected Result/Impact:** writing teachers will improve their instruction **Staff Responsible for Monitoring:** Campus Administration and outside trainers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Outside Professional Development - 211-Title I - $1,000	N/A	10%	40%	→

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

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

Performance Objective 3: Maintain a focus and commitment to positive staff morale, recognition, and overall support.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Sunshine Committee events and activities and 5-Minutes of Fun pre-meeting/warm-up activities at faculty meetings. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Meeting agendas and sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Campus Leadership Teams	5%	15%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement staff awards and recognition (occasional snack-cart, Teacher of the Week (picture in the newsletter). (September 2021- May 2022) **Strategy's Expected Result/Impact:** an increase of staff morale and campus climate will result in retention of staff and decrease in staff turnover by June of 2021. **Staff Responsible for Monitoring:** Team Leaders Leadership Team **Funding Sources:** materials - 211-Title I - $500	30%	30%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement PLC development to improve staff commitment to each other, the students and the campus. Team leaders will attend PLC development professional development. (September 2021- May 2022) **Strategy's Expected Result/Impact:** The staff will improve teams, enhance instruction and improved staff morale. **Staff Responsible for Monitoring:** Campus administration and Instructional Coaches **Funding Sources:** outside PD - 211-Title I - $3,000	15%	20%	45%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the After School Program Site coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the requirement of the grant. (August 2020- June 2021) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the after school program implementation **Staff Responsible for Monitoring:** After School Program Coordinator **Funding Sources:** training - 265-21st Century After-School Program (Cycle 10) - $3,700	5%	10%	15%	→

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

Goal 3: Royalwood Elementary will promote parent/community engagement.

Performance Objective 1: Royalwood will build a positive and open line of communication from school to home to help parents and family members feel informed and supported by June 2022 as indicated in an increase from 50% participation to 60% participation in the survey from 2021 and compared to the survey 2022.

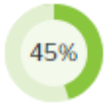
Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to build a positive and open line of communication from school to home to help parents and family members feel informed and supported

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve communication by adding Remind, Class Dojo, FaceBook and Twitter postings, and School Messenger. (August 2021 - June 2022) **Strategy's Expected Result/Impact:** Scheduled postings and observations **Staff Responsible for Monitoring:** Campus Administration	50%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize written/formal communication through various campus event flyers, Class Dojo and Website media. (August 2021- June 2022) **Strategy's Expected Result/Impact:** Copies of flyers and screenshots of website communication. AVID Handbook and AVID Curriculum **Staff Responsible for Monitoring:** Campus Administration	55%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase parent participation in events by providing invitations in English and Spanish. (September 2021- June 2022) **Strategy's Expected Result/Impact:** Parent sign in sheets and participation. **Staff Responsible for Monitoring:** Campus Administration, Teachers, faculty **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Materials - 211-Title I - $1,903	55%	60%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide Dual Language Literacy Information. (Oct 2021- May 2022) **Strategy's Expected Result/Impact:** Increased awareness of the Dual Language program. **Staff Responsible for Monitoring:** District Multilingual Department				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Royalwood will provide a safe, positive, and motivating learning environment for all students and staff members as measured in the 2021 survey and compared to the 2022 student and staff survey with an increase in participation from 40% to 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the delivery of information from PBIS monthly meetings to staff. (September 2021- May 2022) **Strategy's Expected Result/Impact:** The students and staff will feel safer while at school as noted on the end of year survey by June 2021. **Staff Responsible for Monitoring:** Campus Administration, PBIS Team	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve the training of practice safety drills including fire, shelter in place, and lock-down. (September 2021- May 2022) **Strategy's Expected Result/Impact:** After Action plans **Staff Responsible for Monitoring:** Campus Administration, Safety Team **Funding Sources:** Radios and other equipment - 211-Title I - $3,000	90%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Improve the training of CHAMPS classroom management system. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Reduced number of Discipline Referrals **Staff Responsible for Monitoring:** Teachers, Admin	100%	90%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Add attendance quarterly awards and recognition through Pride Paws, Certificates for honor roll, attendance, and good citizenship, Treasure Tower tokens. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Attendance, discipline reports **Staff Responsible for Monitoring:** Teachers, Administration **Funding Sources:** rewards/incentives - 211-Title I - $1,000	100%	85%	85%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Add Spanish translation to the Transition Visits for kindergarten and 5th grade students. (May 2022) **Strategy's Expected Result/Impact:** Student attendance **Staff Responsible for Monitoring:** Counselor Campus Administration	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Royalwood Elementary will provide financial accountability.

Performance Objective 1: Royalwood funds will be utilized to support all students' performance growth at or above the state assessments as compared to STAAR assessments 2021 to 2022.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement steps to ensure that 85% of the budget will be spent to address the needs of students and aligned to campus goals. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Administration School Secretary	25%	15%	30%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement monthly meetings with secretary to review the budget, schedule training with district accounting department to learn more about the management of the campus budget, check status of the expenditures at the end of each nine weeks to track how much of the budget is spent quarterly. (September 2021- May 2022) **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Administration School Secretary	15%	15%	30%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CNA was reviewed and developed by the SBDM Committee with the preliminary draft on September 28th and finalized October 19, 2020.

Based on the STAAR data and the DRA data the focus areas are: 1st and 2nd grade reading comprehension, 3rd reading comprehension, 4th grade writing, 5th grade science

In order to reach our goal, we will use various strategies that will focus on the following:

1. Implementing best practices to improve the academic performance for all students especially at-risk students.

2. Improving the implementation of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

3. Providing well-rounded instruction that will support the whole child through innovative lessons and activities.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Member's Name	Position
Leslie Gonzalez	1st
Crystal Guerra	2nd
Maria Pacheco	3rd
Amanda Fiedler	4th
Dianna Estrada	5th
Sorangel Zambrano & Cynthia Gourley	SpEd
Marcia Garza	Campus Instructional Coach
Rocio Castillo	Campus Instructional Coach
Marcy Jackson	Campus Instructional Coach
Shaleka Coleman	Campus Instructional Coach
Jessica Clanton	Ancillary

Member's Name	Position
Melissa Vazquez	Office/Other
Veronica Nunez	Business Partner
Maria Mendoza	PTO/Parent
Jesus Altamirano	Principal
Kendra McClellan	AP
Ruby Marroquin	Counselor

2.2: Regular monitoring and revision

We will review the CNA and CIP during our SBDM meetings. The first meeting will be Sept. 28th.

2.3: Available to parents and community in an understandable format and language

A copy of the CIP, Parent and Family Engagement Policy and Parent Compact are available at the front office and website, and North Channel Library and Greensbrook Community Center and will be available in Spanish.

2.4: Opportunities for all children to meet State standards

Goal 1 strategy 1

Build a foundation for reading and math

Implement progress monitoring assessment to track student data, Guided Reading, Running records, and teacher created assessments in all grade levels.
(Periodically scheduled through September 2020- May 2021)

2.5: Increased learning time and well-rounded education

Goal 1 strategy 4 Provide an after school program that offers a variety of activities and academic assistance.

(Periodically scheduled through September 2020- May 2021)

2.6: Address needs of all students, particularly at-risk

Gol 1 strategy 2

instruction to target ELL and sped student group
(and other identified struggling students) and
tutorials.
(October 2020-May 2021)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent and family engagement policy has been developed and reviewed by parents, teachers and admin. The final copy will be presented to all parents at Meet & Greet Teacher Night.

3.2: Offer flexible number of parent involvement meetings

Activities/Strategies	Timeline
Grandparents Lunch	TBD
4th & 5th Grade Book Breakfast	TBD
3rd Grade Book Breakfast	TBD

Activities/Strategies	Timeline
Seasonal Music during student lunches	TBD
Seasonal Music during student lunches	TBD
Winter Concert	TBD
2nd Grade Book Breakfast	TBD
1st Grade Book Breakfast	TBD
1st Grade Performance	TBD
3rd Grade Concert	TBD
Art Show	TBD
Choral Canvas	TBD
4th & 5th Grade Concert	TBD
2nd Grade Musical	TBD
1st – 3rd Grade Field Day	TBD
4th – 5th Grade Field Day	TBD
AWARDS	TBD
Parent Training using SKYWARD, Google Classroom, ZOOM, MEET	**On going**
Royalwood Website with Resource links to encourage Parent Involvement	On going
Recruit Fathers to participate in the Watch D.O.G.S. Program	TBD
Book Breakfast	TBD
STAAR Parent Information Night	TBD
Parent Training using SKYWARD, Google Classroom, ZOOM, MEET	**On going**
Virtual Math & Reading Nights for Parents	TBD
S.T.E.A.M. Night	TBD
Watch D.O.G.S. Kick-off	TBD
Getting Parents Ready for STAAR Night	TBD
Virtual: AVID Night, Literacy Night, Math Night	**TBD**
Virtual Title 1 Meeting	**September 3**
Virtual 2020-2021 Review/Revision of Parent & Family Engagement Policy/Review/Revision 2020-2021 School-Parent Compact	September 3/May

Title I Personnel

Name	Position	Program	FTE
Marcy Jackson	Math Interventionist		1
Maria Gamino	Title 1 Paraprofessional	Reading/Math Intervention	1
Shaleka Coleman	Title 1 Teacher	Reading Intervention	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Mentor stipends		$0.00
				Sub-Total	$0.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Purchase additional devices		$2,000.00
1	1	5	Instructional Materials for STAAR		$2,000.00
1	2	2	extra duty pay		$2,000.00
1	3	5	Training and development		$900.00
				Sub-Total	$6,900.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	extra duty pay		$1,500.00
1	2	2	extra duty pay		$2,000.00
1	2	3	materials		$2,000.00
1	5	1			$1,000.00
2	2	1	PD		$3,000.00
2	2	2	Outside Professional Development		$1,000.00
2	3	2	materials		$500.00
2	3	3	outside PD		$3,000.00
3	1	3	Materials		$1,903.00
4	1	2	Radios and other equipment		$3,000.00
4	1	4	rewards/incentives		$1,000.00
				Sub-Total	$19,903.00

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional development		$2,500.00

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Part-time Front-line staff		$50,000.00
1	1	4	Instructional materials and supplies for activities		$4,500.00
1	1	4	Extra duty pay for school day staff to support tutorials		$3,000.00
1	3	4		265	$8,000.00
1	3	6			$1,000.00
2	3	4	training		$3,700.00
				Sub-Total	$72,700.00