

Midland Independent School District

DeZavala Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The De Zavala Mission is to provide a welcoming environment where staff and parents are mutually involved in helping students take ownership of their learning.

Vision

The De Zavala Vision is for teachers, parents, and staff to work together to create an inclusive school culture where all students will reach their full potential.

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 Goal 1: Board Goal: 1 The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028. Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025. 32

 Goal 2: Board Goal: 2 The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028. Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 26% to 40% by 2025. 42

 Goal 3: Board Goal :3 The percentage of 4th -6th students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028. Campus: The percentage of 4th -6th students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 50% to 59% by 2025. 49.

 Goal 4: Board Goal : 4 The percentage of 4th -6th students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028. Campus: The

percentage of 4th -6th students who MEET or EXCEED their Math STAAR Annual Growth will increase from 47% to 65% by 2025.	55
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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Student Total	722	100%
Pre-Kindergarten Grade	62	8.59%
Kindergarten Grade	94	13.02%
1st Grade	106	14.68%
2nd Grade	110	15.24%
3rd Grade	99	13.71%
4th Grade	107	14.82%
5th Grade	73	10.11%
6th Grade	71	9.83%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Gender		
Female	336	46.54%
Male	386	53.46%
Ethnicity		
Hispanic-Latino	660	91.41%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	6	0.83%
Black - African American	33	4.57%
Native Hawaiian - Pacific Islander	0	0.00%
White	18	2.49%
Two-or-More	5	0.69%

Student Programs (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Dyslexia	18	2.49%
Gifted and Talented	1	0.14%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	0.97%
Special Education (SPED)	76	10.53%
Bilingual/ESL		
Emergent Bilingual (EB)	278	38.50%

Student Programs (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		Count	Percent
Bilingual		200	27.70%
English as a Second Language (ESL)		73	10.11%
Alternative Bilingual Language Program		0	0.00%
Alternative ESL Language Program		0	0.00%
Title I Part A			
Schoolwide Program		722	100.00%
Targeted Assistance		0	0.00%
Targeted Assistance Previously Participated		0	0.00%
Title I Homeless		0	0.00%
Neglected		0	0.00%
Student Indicators (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		Count	Percent
At-Risk		480	66.48%
Foster Care		2	0.28%
IEP Continuation		0	0.00%
Immigrant		54	7.48%
Intervention Indicator		524	72.58%
Migrant		3	0.42%
Military Connected		5	0.69%
Transfer In Students		2	0.277%
Unschoolled Asylee/Refugee		0	0%
Economic Disadvantage			
Economic Disadvantage Total		624	86.43%
Free Meals		566	78.39%
Reduced-Price Meals		55	7.62%
Other Economic Disadvantage		3	0.42%
Homeless and Unaccompanied Youth			
Homeless Status Total		12	1.66%
Shelter		3	0.42%
Doubled Up		3	0.42%
Unsheltered		0	0.00%
Hotel/Motel		6	0.83%
Not Unaccompanied Youth		12	1.66%
Is Unaccompanied Youth		0	0.00%
Special Education Services (2023 - 2024 Fall PEIMS file loaded 05/08/2024)		Count	Percent
Primary Disabilities			
No Disability		0	0.00%
Orthopedic impairment		0	0.00%
Other health impairment		1	1.32%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 05/08/2024)			Count	Percent
Auditory impairment			1	1.32%
Visual impairment			1	1.32%
Deaf-Blind			0	0.00%
Intellectual disability			13	17.11%
Emotional disturbance			2	2.63%
Learning disability			20	26.32%
Speech impairment			34	44.74%
Autism			4	5.26%
Developmental delay			0	0.00%
Traumatic brain injury			0	0.00%
Non-categorical early childhood			0	0.00%
Instructional Settings				
Speech Therapy			34	44.74%
Home-bound			0	0.00%
Hospital Class			0	0.00%
Mainstream			14	18.42%
Resource Room			28	36.84%
VAC			0	0.00%
Off Home Campus			0	0.00%
State School			0	0.00%
Residential Care			0	0.00%
Self Contained			0	0.00%
Full-Time Early Childhood			0	0.00%
Nonpublic Day School			0	0.00%

2022-23 Staff Information (TAPR)
DE ZAVALA EL (165901106) - MIDLAND ISD - MIDLAND COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	45.1	100.0%	100.0%	100.0%
Professional Staff:	37.2	82.5%	68.5%	64.1%
Teachers	29.4	65.3%	50.4%	48.7%

Professional Support	5.8	12.8%	14.2%	10.9%
Campus Administration (School Leadership)	2.0	4.4%	3.5%	3.3%
Educational Aides:	7.9	17.5%	9.7%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	16.0	4,258.0
Part-time Librarians	1.0	n/a	4.0	646.0
Full-time Counselors	2.0	n/a	70.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	35.5	78.7%	50.9%	53.2%
Teachers by Ethnicity:				
African American	2.2	7.4%	5.5%	11.8%
Hispanic	19.7	66.8%	32.1%	29.6%
White	7.6	25.7%	60.8%	54.9%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	0.6%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.2%
Teachers by Sex:				
Males	5.1	17.3%	21.0%	24.4%
Females	24.3	82.7%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.1%	2.0%
Bachelors	21.8	74.0%	75.3%	72.2%
Masters	7.6	26.0%	24.2%	25.0%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	10.2%	7.5%	9.7%
1-5 Years Experience	9.2	31.2%	29.8%	26.3%
6-10 Years Experience	2.1	7.0%	21.4%	20.5%
11-20 Years Experience	9.7	32.9%	24.4%	27.2%
21-30 Years Experience	5.5	18.6%	12.8%	13.3%
Over 30 Years Experience	0.0	0.0%	4.2%	2.9%

Attendance Percentage for the year was at 93%.

SpEd Discipline - (Ages 3-21) OSS and Expulsion <= 10 Days, SPED SETTINGS: 4, SPED STUDENTS: 109

ETHNICITY	SPED OSS <= 10	SPED	RATE	SPED OSS <= 10 (ALL OTHER)	SPED (ALL OTHER)	RATE (ALL OTHER)	SD RISK RATIO	STATE ALT CALCULATION
ASIAN	0	0	0	4	109	3.7	0	NA
BLACK OR AFRICAN AMERICAN	1	6	16.67	3	103	2.9	5.7	NA
HISPANIC	3	96	3.13	1	13	7.7	0.4	NA
MULTI RACE	0	1	0.00	4	108	3.7	0	NA
WHITE	0	6	0.00	4	103	3.9	0	NA
Total	4	109	3.67					

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SpEd Discipline - (Ages 3-21) ISS <= 10 Days, SPED SETTINGS: 2, SPED STUDENTS: 109

ETHNICITY	SPED ISS <= 10	SPED	RATE	SPED ISS <= 10 (ALL OTHER)	SPED (ALL OTHER)	RATE (ALL OTHER)	SD RISK RATIO	STATE ALT CALCULATION
ASIAN	0	0	0	2	109	1.8	0	NA
BLACK OR AFRICAN AMERICAN	1	6	16.67	1	103	1.0	17.2	NA
HISPANIC	1	96	1.04	1	13	7.7	0.1	NA
MULTI RACE	0	1	0.00	2	108	1.9	0	NA
WHITE	0	6	0.00	2	103	1.9	0	NA
Total	2	109	1.83					

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SpEd Discipline - (Ages 3-21) Total Removal

PL Categories : 0 - 0%-19% 1 - 19.1%-29.9% 2 - 30.0%-50.9% 3 - 51.0%-80.9% 4 - 81.0%-max

ETHNICITY	SPED TOTAL REMOVAL	SPED	RATE	DAYS SERVED	SPED TOTAL REMOVAL (ALL OTHER)	SPED (ALL OTHER)	RATE (ALL OTHER)	SD RISK RATIO	STATE ALT CALCULATION
ASIAN	0	0	0	0	18	102	17.6	0	NA
BLACK OR AFRICAN AMERICAN	3	4	75.00	8	15	98	15.3	4.9	NA
HISPANIC	15	92	16.30	51	3	10	30.0	0.5	YES
MULTI RACE	0	1	0.00	0	18	101	17.8	0	NA
WHITE	0	5	0.00	0	18	97	18.6	0	NA
Total	18	102	17.65	57.84					

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Demographics Strengths

In the case of demographic strengths, there was little staff turnover in the 2023-2024 school year. The years of experience are increasing in staff.

Based on the 2022-2023 TAPR:

Beginning Teachers: 10.2%

1-5 Years Experience: 31.2%

6-10 Years Experience: 7%

11-20 Years Experience: 32.9%

21-30 Years Experience 18.6%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a high proportion of African American students that receive special services out of placement through ISS or OSS.

Root Cause: There was no system of track sped student behavior. Many of the sped behavior students did not have a full behavior analysis completed or there was no behavior improvement plan created.

Problem Statement 2 (Prioritized): 10.2% if teachers were began their first year in the 2023-2024 school year.

Root Cause: The campus leadership needs to build on teacher growth and efficacy through continued training specific to teacher needs and staff retention.

Student Learning

Student Learning Summary

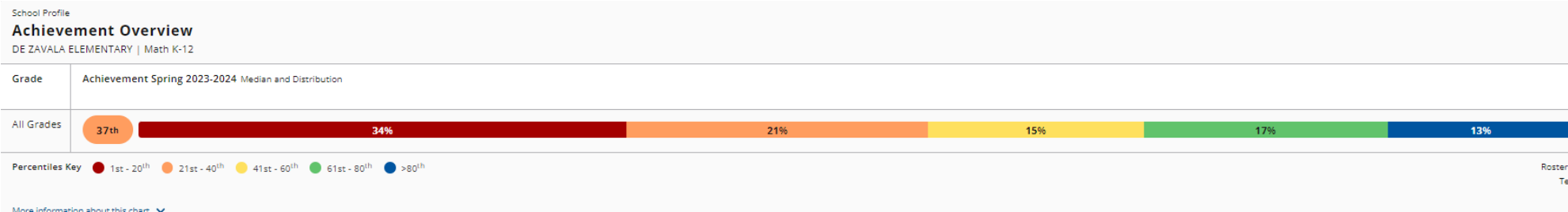
DZ Overall	DNM	Approaches and Above 385	Meet and Above 187	Master and Above 52	Total 712
	46%	54%	26%	7%	
3rd Reading	50%	44=50%	16=18%	3=3%	87
3rd Math	41%	52= 59%	22= 25%	6 = 6%	87
4th Reading	42%	58=58%	28=28%	5=5%	100
4th Math	58%	42=42%	23=23%	8=8%	100
5th Reading	47%	36=53%	24=35%	13=19%	67
5th Math	18%	54=80%	31=46%	8=11%	67
6th Reading	41%	39=59%	17=25%	6=9%	66
6th Math	64%	24=36%	9=13%	0	66
5th Science	57%	29=43%	6=8%	2=2%	67

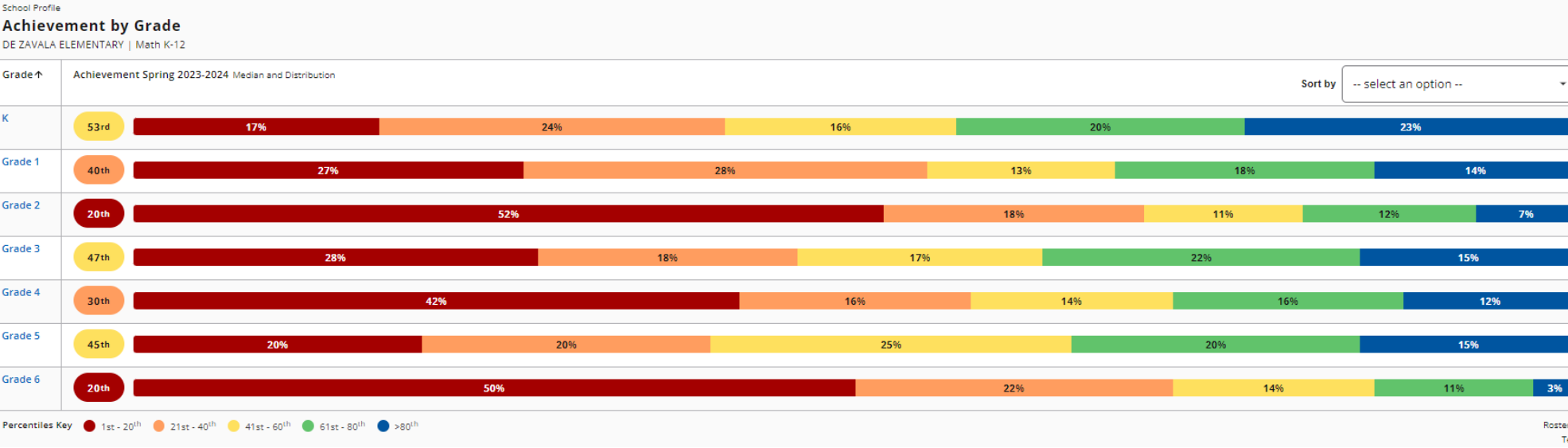
The campus calculated an annual growth of 51%. This includes the number of students that approach that did not meet the 2022-2023 school year.

4th-6th Reading STAAR showed a 50% growth and 4th-6th Math STAAR showed a 43% growth.

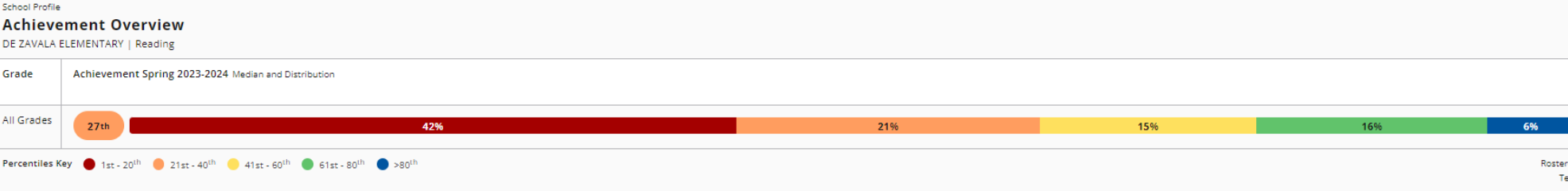
Growth points were earned for many low performing students, but many students at the meet and master level dropped in performance.

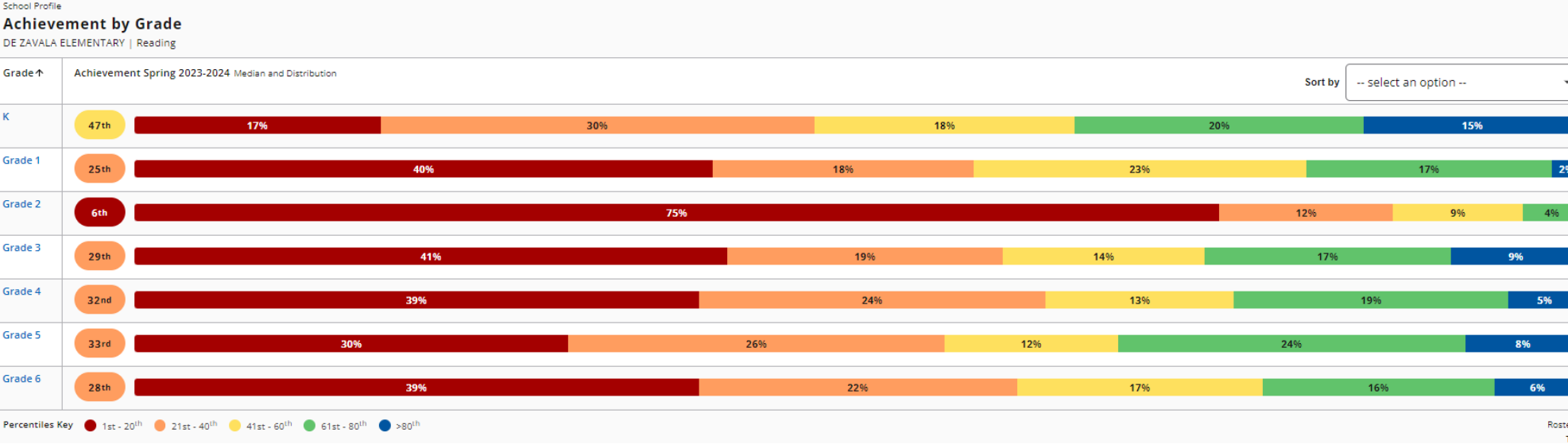
NWEA MAP Math





NWEA MAP Reading





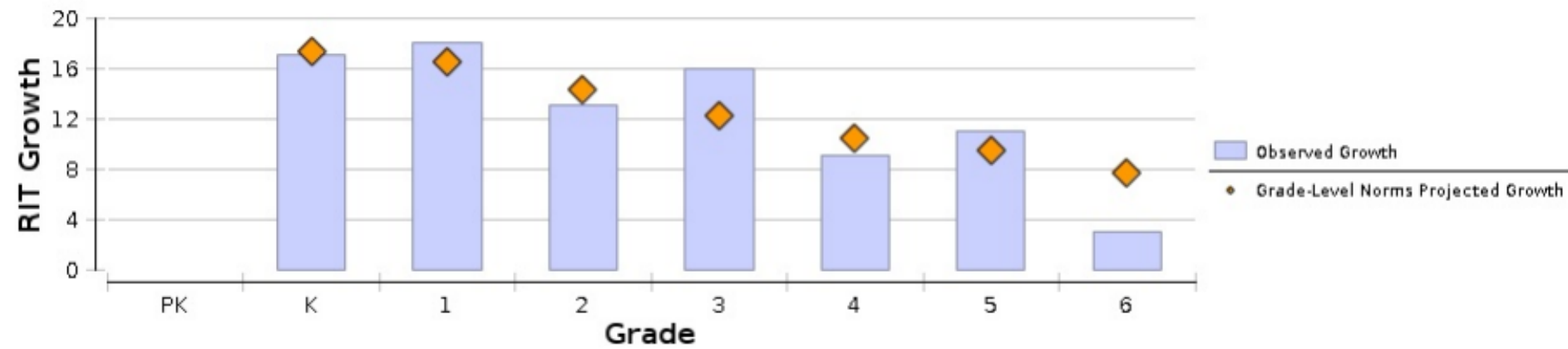
NWEA MAP Growth

DE ZAVALA ELEMENTARY

Math: Math K-12

		Comparison Periods								Growth Evaluated Against					
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**					**		
K	81	140.8	10.2	59	157.5	10.4	53	17	0.8	17.4	-0.30	38	81	37	46
1	93	154.8	10.0	19	172.7	13.0	28	18	0.8	16.5	0.56	71	93	50	54
2	93	166.5	11.4	7	179.2	15.5	5	13	1.0	14.3	-0.72	24	93	39	42
3	89	181.7	13.9	13	197.6	16.7	30	16	1.0	12.3	1.71	96	89	62	70
4	92	192.1	16.5	13	201.1	19.4	10	9	0.9	10.5	-0.75	23	92	42	46
5	68	206.9	14.8	38	217.8	15.8	45	11	1.0	9.4	0.64	74	68	40	59
6	62	207.5	12.9	18	210.1	15.8	7	3	1.0	7.7	-2.33	1	62	17	27

Math: Math K-12



DE ZAVALA ELEMENTARY

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norm			
Grade	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection	
PK	0	**			**			**					**			
K	56	137.8	9.2	59	152.6	9.8	46	15	1.2	16.3	-0.63	27	56	19	34	
1	60	148.5	12.7	9	162.9	12.7	9	14	1.5	14.8	-0.16	44	60	25	42	
2	88	155.0	14.2	1	161.7	16.2	1	7	1.3	12.7	-2.39	1	88	17	19	
3	79	174.5	16.4	5	186.8	17.9	8	12	1.0	11.0	0.60	72	79	43	54	
4	91	182.7	18.2	3	193.3	18.2	5	11	1.1	8.9	0.80	79	91	50	55	
5	69	198.8	16.3	21	203.5	17.9	14	5	1.3	6.8	-1.06	14	69	29	42	
6	66	204.4	15.3	21	207.3	15.1	12	3	1.3	5.5	-1.51	7	66	25	38	

Language Arts: Reading

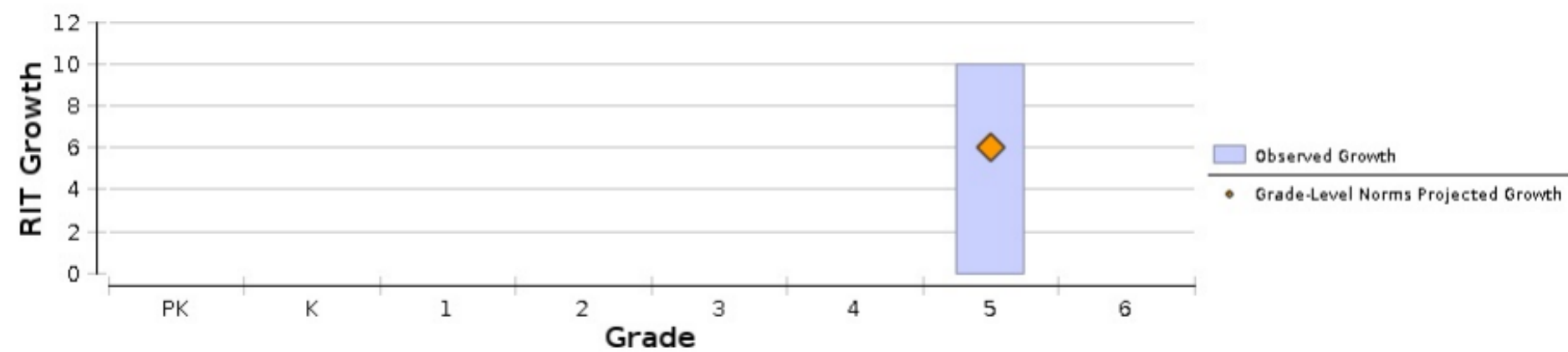


DE ZAVALA ELEMENTARY

Science: Science K-12

		Comparison Periods								Growth Evaluated Against					
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
PK	0	**			**			**					**		
K	0	**			**			**					**		
1	0	**			**			**					**		
2	0	**			**			**					**		
3	0	**			**			**					**		
4	0	**			**			**					**		
5	69	195.9	10.4	23	206.1	13.6	50	10	1.0	6.0	1.97	98	69	48	70
6	1	*			*			*					*		

Science: Science K-12



Student Learning Strengths

Student Learning Strengths are 5th Grade Math and 5th Grade Reading.

5th Reading	DNM 47%	Approach 36=53%	Meet 24=35%	Master 13=19%
5th Math	DNM18%	Approach 54=80%	Meet 31=46%	Master 8=11%

Another strength was 4th-6th Reading STAAR at 50%.

NWEA MAP Strengths

Percent of students who met math growth projection: 1st Grade 54%, 3rd Grade 70%, 5th Grade 59%

Percent of students who met reading growth projection: 3rd Grade 54%, 4th Grade 55%

Percent of students who met 5th grade science growth projection: 70%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 37% (40 out of the 108) of STAAR Reading and Math tests that were at the meet and master level in the 2022-2023 school year did not maintain performance, but dropped one or two levels.

Root Cause: The creation of intervention plans to help low performing students became a priority while the campus did not focus on enrichment strategies for high performing students.

Problem Statement 2 (Prioritized): 4th and 6th math had about 60% of students not meet the standard for STAAR or show growth in NWEA MAP.

Root Cause: Teachers did not appropriately teach at the rigor of the standard and did not recognize or monitor student understanding.

Problem Statement 3 (Prioritized): There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning.

Root Cause: Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.

School Processes & Programs

School Processes & Programs Summary

Master Schedule

	PK	Kinder	1st	2nd	3rd	4th	5th	6th	Specials	Sped	First Day of the Week
7:30 - 7:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
7:45 - 8:00		RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI		
8:00-8:15		RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI		
8:15-8:30		RTI	RTI	RTI	RTI	RTI	RTI	RTI	RTI		
8:30-8:45		Weekly I-Lead	Weekly I-Lead	Weekly I-Lead	Specials	Weekly I-Lead	Weekly I-Lead	Weekly I-Lead			Leadership Huddle
8:45-9:00		Weekly I-Lead	Weekly I-Lead	Weekly I-Lead	Specials	Weekly I-Lead	Weekly I-Lead	Weekly I-Lead			
9:00-9:15					Specials						
9:15-9:30					Weekly I-Lead	Specials					
9:30-9:45					Weekly I-Lead	Specials					
9:45-10:00	Recess					Specials					
10:00-10:15	Recess						Specials				
10:15-10:30	Lunch		Recess				Specials				
10:30-10:45	Lunch	Lunch	Recess				Specials				
10:45-11:00		Lunch	Lunch						Specials Lunch		Counselor Huddle
11:00-11:15		Recess	Lunch	Lunch					Specials Lunch		
11:15-11:30		Recess		Lunch				Specials			
11:30-11:45				Recess	Lunch			Specials			
11:45-12:00				Recess	Lunch			Specials			
12:00-12:15				Specials	Recess	Lunch					
12:15-12:30				Specials	Recess	Lunch					
12:30-12:45				Specials		Recess	Lunch				
12:45-1:00			Specials			Recess	Lunch				
1:00-1:15			Specials				Recess	Lunch			
1:15-1:30			Specials				Recess	Lunch			
1:30-1:45		Specials									
1:45-2:00		Specials									
2:00-2:15		Specials									
2:15-2:30	P.E. with TA								Specials Conf.		
2:30-2:45	P.E. with TA								Specials Conf.		
2:45-3:00	P.E. with TA								Specials Conf.		
3:05-3:15											
3:15-3:30					Tutorials	Tutorials	Tutorials	Tutorials			
3:30-4:00					Tutorials	Tutorials	Tutorials	Tutorials			

<u>Discipline</u>	<u>Culture</u>	<u>Instructional Leadership</u>
Major discipline referrals handled same day with parent contact prior to student dismissal/release	Block out daily times to be present among students/staff on campus (3x daily)	5 (minimum) walkthroughs weekly 2 documented coaching sessions weekly

<p>Minor discipline referrals handled within 24 hours (Parent contact made same school day)</p> <p>Student consequences communicated to parents immediately upon assigning</p> <p>Update principal regarding serious incidents and upset parents</p> <p>Monitor student referrals for Sped, 504 MDRs</p> <p>Students with multiple referrals - set up campus behavior plan with classroom teacher</p> <p>Classroom behavior support as needed</p> <p>Student consequences communicated promptly (same day assigned) to teachers</p> <p>Follow up with teachers regarding student concerns</p> <p>Create a plan to address student concerns with teachers and parents</p> <p>Become present in all behavior hot-spots and prevent behavior issues through scheduling and planning</p>	<p>Member of PBIS team</p> <p>Attend parent all engagement events (after school, etc.). Communicate in writing to the principal regarding events you cannot attend.</p> <p>Restorative practices</p> <p>Monitor and address teachers if they do not meet campus expectations</p> <p>Arrive to work and assigned duties on time</p>	<p>Lead reading and Kinder PLC meetings; attend others</p> <p>T-TESS cycle of assigned teachers</p> <p>Create AP monthly map</p> <p>Provide staff PD 1x per semester or when assigned</p> <p>Team huddles/admin goal-setting</p> <p>Monitor reading and Kinder lesson plans and provide feedback</p> <p>Instructional materials - consumables</p> <p>Monitor Amplify implementation for fidelity (no other supplements unless provided by the district or campus)</p> <p>Serve on leadership team and CEIC</p> <p>Attend weekly team huddles; set goals and monitor progress</p>
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<u>Discipline</u>	<u>Culture</u>	<u>Instructional Leadership</u>
<u>504s</u>	<u>RTI</u>	<u>Safety</u>
<p>504 meetings scheduled and held within time limit</p> <p>Expectations for 504s communicated with staff</p> <p>Monitor 504 accommodations tracking</p>	<p>Regular meetings held (can be through PLC) - organize a team</p> <p>Monitor student progress in RTI</p>	<p>All safety folders/materials up to date</p> <p>Behavior threat assessment team and paperwork</p> <p>Schedule and document all required drills.</p> <p>Train staff on all drills and other safety-related procedures</p> <p>Create, implement, and monitor arrival and dismissal plans</p>
<u>Assessment</u>	<u>Administrative Duties</u>	

<u>Discipline</u>	<u>Culture</u>	<u>Instructional Leadership</u>
<p>Communicate assessment calendar to staff</p> <p>TELPAS CTC as Assigned STAAR CTC as Assigned MAP CTC</p>	<p>PEIMS reports assigned</p> <p>LPACs</p> <p>Return phone messages within 24 hours</p> <p>File truancy and concerns brought to you by the clerk</p> <p>Monitor and communicate substitute coverage to all teachers, teacher assistants, and principal</p> <p>Active participation in district and campus meetings</p> <p>Calendar all daily activities and share with the principal</p> <p>Ensure teachers communicate with parents as the first phase of a concern.</p> <p>Follow up with parents to ensure if teachers communicated with them</p> <p>Second phase of parent concerns if not resolved by teachers</p> <p>Monitor and record HB Hours for 4th and 6th grade</p> <p>Schedule transportation for field trips</p> <p>Respond to all google invites and acknowledge the receipt of emails</p>	

	Receive, inventory, and distribute textbooks and all other supplies	
	Complete and submit all sped evaluation referrals	
	All other duties assigned	

Teachers has been tiered based on the instructional support they need.

Administrators, MCL's, and literacy strategist will be assigned specific teachers to coach in order to provide guidance for the highest leverage instructional strategies.

Leadership Assignments				
Teacher	Room	Coach for Observation and Feedback		Evaluation
PreK				
Allison Wetz	101	Milliorn		
Rebecca Jacobs TA	101	Duarte		
Zayra Cepeda	102	Malone		
Yurani Arias TA	102		Duarte	
Anita Avila	103		Duarte	
Maria Galindo TA	103		Duarte	
Kinder				
Alejandra Vallarta DOI	106	Milliorn		
Erica Davis	105	Bobo	Milliorn	
Mayra Monsivais	104	Milliorn		
Giovanny Castillo Rivera DL	100 AB	Milliorn		
Divina Karina Cabarcas Canate	100 CD	Duarte		
First				

Leadership Assignments			
Breunna Abegunde	112	Magallanes	Duarte
Lizbeth Mendoza	111		Milliorn
Frankie Lujan	108		Milliorn
Antonio Jimenez Ramos DL	110		Malone
Ana Magallanes MCL DL	109	Duarte	
Luz Sanchez RA DL	109	Magallanes	Duarte
Second			
Katrina Christensen ELAR	PB 20	Bobo RLA Barros Math	Milliorn
Olayinka Oladele DOI	PB46	Bobo RLA Barros Math	Milliorn
Cecelia Ruiz Diaz Math/Sci. DOI	PB 89	Bobo RLA Barros Math	Milliorn
Mayra Segura DL	201	Malone	
Leidy Alejandra Miranda DL	107	Duarte	
Third			
Francene Kilgore RLA	128	Lee	Malone
Nikki Martin Math	136	Rivera	Duarte
Patricia Jasso Sci./ SS.	135	Milliorn	
Cecilia Herrera DL Math/ Sci.	137	Rivera	Duarte
Luis Enriquez Lizcano DL SLAR/ SS	138	Malone	
Fourth			
Alexus Cano Sci/Soc. Stu.	122	Rivera	Malone

Leadership Assignments			
Viviana Rivera-Rodriguez DOI ELAR	125	Lee	Malone
Felipe Hill Math	123	Rivera	Duarte
Norma Jimenez DL SLAR/SS	121	Malone	
Pamela Rivera DL - MCL	120	Duarte	
Leslie Alvarado RA	120	Rivera	Duarte
Fifth			
Christine Lee MCL RLA	127	Duarte	
Rodalyn J. Villa Abrille	132	Malone	
Odaliz Barros - MCL Math	129	Duarte	
Angelica Mendoza RA	129	Barros	Duarte
Aurora Almanza RA	128	Lee	Duarte
Sixth			
Chelsey McMahan ELAR	PB46	Duarte	
Manuel Alejandro Velandia Carvajal	PB 93	Barros	Duarte
Ashley Sapia Sci/Soci.	PB 89	Milliorn	
Specials			
Gaudi Elejalde	FA	Malone	
PE Vacancy	Gym	Malone	
Adan Salazar PE	Gym	Duarte	
Bill Delavan	Stage	Fine Arts Director	
Stacey Callaway	Library	Librarian Supervisor	
Elizabeth Lozano	Library TA		Duarte
Office			
David Duarte	Principal	Executive Director	
Doris Malone	AP	David Duarte	

Leadership Assignments			
Irene Torres	Secretary	David Duarte	
Angelica Mendoza	Clerk	David Duarte	
Genesis Ramirez	Parent Liaison	David Duarte	
Adriana Lopez	Parent Liaison	Family Outreach Coordinator	
Lori Ochoa	Counselor	Director of Counseling	
Omega Villanueva	Counselor Apprentice	Director of Counseling	
Teacher Assistant			
Paulina Cercas Galvan	TA Bilingual		Duarte
Vacant	TA Monolingual		Duarte

T-TESS:

Malone	Milliorn	Duarte
Cepeda	Wetz	Cabarcas Canate
A. Jimenez	Vallarta	Abegunde
Segura	Davis	Magallanes
Kilgore	Monsivais	Miranda
Cano	Castillo Rivera	Martin
Villa Abrille	Mendoza	Enriquez Lizcano
Elejalde	Lujan	N. Jimenez
PE Vacancy	Christensen	P. Rivera
Herrera	Oladele	Lee
V. Rivera	Ruiz Diaz	Barros
Salazar	Jasso	McMahan
Hill	Avila	Carvajal Velandia
Sapia		

PLC Process

The PLC cycle included lesson planning and data analysis with the creation of intervention plans that determined procedural and conceptual problems from assessments. Many of the

interventions were presented as a whole group through bell ringers or as a lesson during the intervention block.

School Processes & Programs Strengths

MCL's and the principal would meet weekly to calibrate classroom observations. MCL's and the principal would agree on the highest leverage to coach on before the week ended.

3rd-6th Vertical PLCs understood how to analyze data from district benchmarks and determine the weakest essential standards in order to reteach the procedure or concept necessary to master the standard.

Malone	Milliorn	Duarte
Cepeda	Wetz	Cabarcas Canate
A. Jimenez	Vallarta	Abegunde
Segura	Davis	Magallanes
Kilgore	Monsivais	Miranda
Cano	Castillo Rivera	Martin
Villa Abrille	Mendoza	Enriquez Lizcano
Elejalde	Lujan	N. Jimenez
PE Vacancy	Christensen	P. Rivera
Herrera	Oladele	Lee
V. Rivera	Ruiz Diaz	Barros
Salazar	Jasso	McMahan
Hill	Avila	Carvajal Velandia
Sapia		

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress.

Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.

Problem Statement 2 (Prioritized): Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data.

Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.

Problem Statement 3 (Prioritized): Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored.

Root Cause: Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.

Problem Statement 4 (Prioritized): The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard.

Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed, plan I do, we

do, you do; and anticipate student errors.

Perceptions

Perceptions Summary

Feedback is received from parents, staff, and students regarding the culture and the climate of the school. The results of that survey data are found in the K12 Insight School Climate survey for the Spring of 2024.

Highest Ranked Items by Parents

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Teachers keep me informed if there are any behavioral concerns with my child.	96%	Interactions With Teachers/School Staff
Teachers set high expectations for all students.	95%	Teaching and Learning
This school is welcoming to families.	91%	Family Involvement
Families regularly receive information and materials to help their children at home.	87%	Interactions With Teachers/School Staff
Families can easily contact teachers and/or school staff members for information and questions about their children.	87%	Interactions With Teachers/School Staff

Lowest Ranked Items by Parents

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students are academically challenged by their schoolwork.	36%	Teaching and Learning
This school has zero tolerance for bullying and/or bully-like behavior.	30%	Safety, Security, and Student Behavior
Students treat each other with respect.	30%	Safety, Security, and Student Behavior
Staff members are responsive when students report bullying or other safety concerns.	26%	Safety, Security, and Student Behavior
At this school, my child feels like they belong.	23%	Student Support and Relationships

Highest Ranked Items by Staff

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Students in this school are treated fairly regardless of their background/lifestyle.	100%	Safety, Security, and Student Behavior
Teachers/School staff genuinely care about students.	96%	Student Support and Relationships
Staff members treat students with respect.	96%	Safety, Security, and Student Behavior
This school is welcoming to families.	92%	Family Involvement
This school informs families about school-sponsored activities, such as tutoring, after-school programs, and student performances.	92%	Family Involvement

Lowest Ranked Items by Staff

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
School offers a variety of courses, programs, and cocurricular/extracurricular activities.	67%	Student Support and Relationships
Students treat staff members with respect.	67%	Safety, Security, and Student Behavior
Students treat each other with respect.	67%	Safety, Security, and Student Behavior
Discipline is enforced fairly for all students.	52%	Safety, Security, and Student Behavior
This school has zero tolerance for bullying and/or bully-like behavior.	48%	Safety, Security, and Student Behavior

Highest Ranked Items by Students

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Teachers set high expectations for all students.	84%	Teaching and Learning
I have at least one friend at this school.	83%	Social Emotional Development
The principal and/or assistant principal(s) is/are visible on campus throughout the school day.	78%	Interactions With School Leadership
Students are academically challenged by their schoolwork.	74%	Teaching and Learning
This school is a supportive place for students to learn.	72%	Teaching and Learning

Lowest Ranked Items by Students

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Students treat each other with respect.	44%	Safety, Security, and Student Behavior
I attend school-sponsored events, such as dances, sporting events, student performances, or other student activities.	38%	Social Emotional Development
Teachers successfully show students how lessons relate to life outside of school.	35%	Teaching and Learning
I am encouraged by adults in this school to pursue my dreams.	34%	Social Emotional Development
This school is clean and well maintained.	33%	Safety, Security, and Student Behavior

Perceptions Strengths

Parents and campus staff agree and highly rank the campus as welcoming to all families.

Parents and teachers also highly rank receiving communication from campus teachers regarding academic and disciplinary concerns for students.

Students and teachers both highly ranked that the campus sets high expectations for all students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff members are response when students report bullying or other safety concerns.

Root Cause: Campus staff members are not familiar with the anti-bullying protocol set by the campus including recognizing repetitive patterns of student conflict and reporting any parent concerns of bullying to administrators.

Problem Statement 2 (Prioritized): Discipline is not enforced fairly and consistently for all students.

Root Cause: Administrators do not utilize a campus wide disciplinary action protocol that can be followed so all disciplinary actions can be consistent across grade levels. There is no protocol to follow for repeat offenders.

Problem Statement 3 (Prioritized): The school does not offer a variety after school activities that help enrich student learning and knowledge.

Root Cause: Administrators, parent liaisons, and campus staff did not schedule content activities that engage parents and families such as literacy, math, or science nights.

Priority Problem Statements

Problem Statement 1: There is a high proportion of African American students that receive special services out of placement through ISS or OSS.

Root Cause 1: There was no system of track sped student behavior. Many of the sped behavior students did not have a full behavior analysis completed or there was no behavior improvement plan created.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 10.2% if teachers were began their first year in the 2023-2024 school year.

Root Cause 2: The campus leadership needs to build on teacher growth and efficacy through continued training specific to teacher needs and staff retention.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 37% (40 out of the 108) of STAAR Reading and Math tests that were at the meet and master level in the 2022-2023 school year did not maintain performance, but dropped one or two levels.

Root Cause 3: The creation of intervention plans to help low performing students became a priority while the campus did not focus on enrichment strategies for high performing students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 4th and 6th math had about 60% of students not meet the standard for STAAR or show growth in NWEA MAP.

Root Cause 4: Teachers did not appropriately teach at the rigor of the standard and did not recognize or monitor student understanding.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning.

Root Cause 5: Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress.

Root Cause 6: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data.

Root Cause 7: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored.

Root Cause 8: Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard.

Root Cause 9: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed, plan I do, we do, you do; and anticipate student errors.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Staff members are responsive when students report bullying or other safety concerns.

Root Cause 10: Campus staff members are not familiar with the anti-bullying protocol set by the campus including recognizing repetitive patterns of student conflict and reporting any parent concerns of bullying to administrators.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Discipline is not enforced fairly and consistently for all students.

Root Cause 11: Administrators do not utilize a campus wide disciplinary action protocol that can be followed so all disciplinary actions can be consistent across grade levels. There is no protocol to follow for repeat offenders.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: The school does not offer a variety of after school activities that help enrich student learning and knowledge.

Root Cause 12: Administrators, parent liaisons, and campus staff did not schedule content activities that engage parents and families such as literacy, math, or science nights.

Problem Statement 12 Areas: Perceptions

Goals



Goal 1: Board Goal: 1









The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 89% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Prekindergarten teachers use a framework for instruction, including instructional materials use, that contains high leverage practices. Strategy's Expected Result/Impact: De Zavala CLI Engage phonological awareness assessment will increase from 86% to 89%. Staff Responsible for Monitoring: PK Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance, increase staff and student accountability Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Students will meet the goals based on their education plan. Staff Responsible for Monitoring: Teachers and administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



School Processes & Programs
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed; plan I do, we do, you do; and anticipate student errors.









Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd-grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 29% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement, provide feedback, follow up on the internalization and planning protocol that guides teachers to recognize the standard being taught based on backward planning. Strategy's Expected Result/Impact: Planning time will Increase teacher understanding of the planning and delivery of research-based instructional strategies. Staff Responsible for Monitoring: Principal, Literacy Strategist, K-2nd Teachers 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 Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly. Strategy's Expected Result/Impact: Data driven instruction will help increase MOY and EOY NWEA MAP growth for K-2nd grades. Staff Responsible for Monitoring: Literacy Strategist and K-2nd Teachers 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 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Students will meet the goals set in their education plan. Staff Responsible for Monitoring: Teachers and administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.



School Processes & Programs
<p>Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed,;plan I do, we do, you do; and anticipate student errors.</p>









Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 48% to 58% by 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: K-2nd teachers will implement the use of Magnetic Reading Foundations daily.</p> <p>Strategy's Expected Result/Impact: Kindergarten through 2nd grade students who are reading on grade level will increase to 58% Phonological awareness will increase with 45 minutes of daily instruction.</p> <p>Staff Responsible for Monitoring: K-2nd Teachers and Literacy Strategist.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 4</p>	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use action planning based on data, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance, increase staff and student accountability Staff Responsible for Monitoring: Administration and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Students will meet the goals set in their education plan. 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	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:



School Processes & Programs
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed,;plan I do, we do, you do; and anticipate student errors.









Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Campus: The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 21% to 44% by 2025.

Performance Objective 4: GPM 1.4: The percentage of 3rd-grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading assessment will increase from 18% to 44% by 2025.

High Priority
Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly. Strategy's Expected Result/Impact: Data driven instruction and weekly intervention/enrichment small groups will increase the meets and masters level of 3rd grade reading. Staff Responsible for Monitoring: 3rd Grade Teachers, Principal, Literacy Strategist 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 Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Campus instructional leaders will provide training and ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations and establishing routines and procedures that maximize instructional time, and build strong relationships. Strategy's Expected Result/Impact: Students will receive strong and targeted tier 1 instruction and it will increase student performance as well as increased staff and student accountability. Staff Responsible for Monitoring: Administration and 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 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Perceptions 1, 2 Funding Sources: School Action Fund - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Students will meet the goals set in their education plan. 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	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.

School Processes & Programs

Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. **Root Cause:** Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.

Perceptions

Problem Statement 1: Staff members are response when students report bullying or other safety concerns. **Root Cause:** Campus staff members are not familiar with the anti-bullying protocol set by the campus including recognizing repetitive patterns of student conflict and reporting any parent concerns of bullying to administrators.

Problem Statement 2: Discipline is not enforced fairly and consistently for all students. **Root Cause:** Administrators do not utilize a campus wide disciplinary action protocol that can be followed so all disciplinary actions can be consistent across grade levels. There is no protocol to follow for repeat offenders.



Goal 2: Board Goal: 2









The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 26% to 40% by 2025.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 90% to 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Prekindergarten teachers use a framework for instruction, including instructional materials use, that contains high leverage practices. Strategy's Expected Result/Impact: De Zavala CLI Engage will increase from an understanding of math from 90% to 94%. Staff Responsible for Monitoring: PK Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Goals from education plans will be met. Staff Responsible for Monitoring: Teachers and 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 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



School Processes & Programs
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed; plan I do, we do, you do; and anticipate student errors.









Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 26% to 40% by 2025.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 47% to 57% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement, provide feedback, follow up on the internalization and planning protocol that guides teachers to recognize the standard being taught based on backward planning. Strategy's Expected Result/Impact: Planning time will Increase teacher understanding of the planning and delivery of research-based instructional strategies. Staff Responsible for Monitoring: Principal and K-2nd Teachers 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 Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
Strategy 2: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly. Strategy's Expected Result/Impact: Data driven instruction will help increase MOY and EOY NWEA MAP growth for K-2nd grades. Staff Responsible for Monitoring: Principal and K-2nd Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Goals will be met from education plans. Staff Responsible for Monitoring: Teachers and 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 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed; plan I do, we do, you do; and anticipate student errors.

Goal 2: Board Goal: 2



The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.









Campus: The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 26% to 40% by 2025.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 25% to 40% by 2025.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly.</p> <p>Strategy's Expected Result/Impact: Data driven instruction and weekly intervention/enrichment small groups will increase the meets and masters level of 3rd grade math.</p> <p>Staff Responsible for Monitoring: 3rd Grade Teachers and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	 Considerable	 Considerable		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLCs, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2, 4	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 3 Details	Reviews			
Strategy 3: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Goals from education plans will be met. Staff Responsible for Monitoring: Teachers and 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 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.

School Processes & Programs

Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. **Root Cause:** The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed,;plan I do, we do, you do; and anticipate student errors.



Goal 3: Board Goal :3





The percentage of 4th -6th students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.





Campus: The percentage of 4th -6th students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 50% to 59% by 2025.





- Performance Objective 1:** GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 54% to 60% by 2025.
- GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 55% to 60% by 2025.
- GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 42% to 60% by 2025.







Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly.</p> <p>Strategy's Expected Result/Impact: Data driven instruction will be planned in PLC. Teachers will calendar small groups by student name and which standard will be retaught or enriched on each specific day of the week.</p> <p>Staff Responsible for Monitoring: Principals, MCL's, Literacy Strategist, Teachers, Reach Associates</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Reach Associate Salary - 211 Title 1</p>	 Some Progress	 Considerable		

Strategy 2 Details	Reviews			
Strategy 2: After school tutorials will occur weekly for reading, math, and science. Strategy's Expected Result/Impact: 4th-6th grade teachers will prioritize tutorials for enriching student that have the potential of performing at the meets and masters levels. Students that previously achieved at the meets or masters level will maintain their performance. Staff Responsible for Monitoring: Teachers, Principal, and MCL's Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
Strategy 3: The Reading MCL and Literacy Strategist will observe, coach, provide feedback, and follow up with teachers while providing individualized support, clarification, and exemplars. The expectation for MCLs and strategists is to complete a full coaching cycle with two teachers every two weeks. Strategy's Expected Result/Impact: Teachers will improve instruction by applying the highest leverage strategies. Student growth will increase for 4th to 6th grade students. Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, Strategist. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 4 Details	Reviews			
<p>Strategy 4: Leadership Huddles will occur once a week in order to set goals to implement high leverage strategies that address instructional trends observed during walkthroughs and power walks.</p> <p>Strategy's Expected Result/Impact: High leverage instructional strategies will be implemented, which will result in improvement of wanted student outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, and Strategists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Lesson rehearsals will occur daily by focusing on the delivery of student questioning and means of participation.</p> <p>Strategy's Expected Result/Impact: Teachers will refine the rigor of their questions in order to provide students the opportunity work at the highest level possible.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, and Strategists.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 6 Details	Reviews			
<p>Strategy 6: Lesson internalization and the creation of exemplar student work will be completed and submitted to instructional leaders weekly.</p> <p>Strategy's Expected Result/Impact: Teachers will know and study the lesson internalized and work all student problems in order to anticipate learning misconceptions. This will also help teacher to guide students to wanted answers and justifications. Teachers will scan/submit internalized lessons for instructional leader review.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Leaders will review scanned/submitted proof of student internalization and exemplars.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: School Action Fund - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional leadership will schedule the analysis of assessment data within two days of the assessment being completed.</p> <p>Strategy's Expected Result/Impact: Data analysis will help teachers to strategically target students based on procedural or conceptual misconceptions.</p> <p>Staff Responsible for Monitoring: Instructional leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 8 Details	Reviews			
Strategy 8: Learning clinics will be scheduled based on campus trends. Strategy's Expected Result/Impact: Teachers struggling instructionally will have targeted support that will help them implement high leverage learning strategies. Staff Responsible for Monitoring: Instructional Leadership Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 9 Details	Reviews			
Strategy 9: Teachers will deliver lessons at the level of rigor that requires students to justify responses being learned. Strategy's Expected Result/Impact: Students fully understand the concepts being learned with the use of justification. Staff Responsible for Monitoring: Teachers , MCLs, Reach Associates 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 Problem Statements: Student Learning 3 Funding Sources: Reach Associate Salary - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 10 Details	Reviews			
Strategy 10: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Goals from education plans will be met. Staff Responsible for Monitoring: Teachers and 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 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 37% (40 out of the 108) of STAAR Reading and Math tests that were at the meet and master level in the 2022-2023 school year did not maintain performance, but dropped one or two levels. **Root Cause:** The creation of intervention plans to help low performing students became a priority while the campus did not focus on enrichment strategies for high performing students.

Problem Statement 2: 4th and 6th math had about 60% of students not meet the standard for STAAR or show growth in NWEA MAP. **Root Cause:** Teachers did not appropriately teach at the rigor of the standard and did not recognize or monitor student understanding.

Problem Statement 3: There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning. **Root Cause:** Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.

School Processes & Programs

Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. **Root Cause:** Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.

Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. **Root Cause:** Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.

Problem Statement 3: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored. **Root Cause:** Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.

Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. **Root Cause:** The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed; plan I do, we do, you do; and anticipate student errors.

Goal 4: Board Goal : 4

The percentage of 4th -6th students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.



Campus: The percentage of 4th -6th students who MEET or EXCEED their Math STAAR Annual Growth will increase from 47% to 65% by 2025.





Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 70% to 80% by 2025.





GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 46% to 60% by 2025.





GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 59% to 65% by 2025.





Evaluation Data Sources: NWEA MAP



Strategy 1 Details	Reviews			
Strategy 1: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/ enrichment will be calendared weekly. Strategy's Expected Result/Impact: Data driven instruction will be planned in PLC. Teachers will calendar small groups by student name and which standard will be retaught or enriched on each specific day of the week. Staff Responsible for Monitoring: Principals, MCL's, Literacy Strategist, Teachers, Reach Associates ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		





Strategy 2 Details	Reviews			
Strategy 2: After school tutorials will occur weekly for reading, math, and science. Strategy's Expected Result/Impact: 4th-6th grade teachers will prioritize tutorials for enriching student that have the potential of performing at the meets and masters levels. Students that previously achieved at the meets or masters level will maintain their performance. Staff Responsible for Monitoring: Teachers, Principal, and MCL's 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 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 3 Details	Reviews			
Strategy 3: The Math MCLs and Math Strategist will observe, coach, provide feedback, and follow up with teachers while providing individualized support, carification, and exemplars. The expectation for MCLs and strategists is to complete a full coaching cycle with two teachers every two weeks. Strategy's Expected Result/Impact: Teachers will improve instruction by applying the highest leverage strategies. Student growth will increase for 4th to 6th grade students. Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Strategist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 4 Details	Reviews			
<p>Strategy 4: Leadership Huddles will occur once a week in order to set goals to implement high leverage strategies that address instructional trends observed during walkthroughs and power walks.</p> <p>Strategy's Expected Result/Impact: High leverage instructional strategies will be implemented, which will result in improvement of wanted student outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, and Strategists.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Lesson rehearsals will occur daily by focusing on the delivery of student questioning and means of participation.</p> <p>Strategy's Expected Result/Impact: Teachers will refine the rigor of their questions in order to provide students the opportunity work at the highest level possible.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCLs, and Strategists.</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 6 Details		Reviews			
Strategy 6: Lesson internalization and the creation of exemplar student work will be completed and submitted to instructional leaders weekly. Strategy's Expected Result/Impact: Teachers will know and study the lesson internalized and work all student problems in order to anticipate learning misconceptions. This will also help teacher to guide students to wanted answers and justifications. Staff Responsible for Monitoring: Teachers, Reach Associates, and Instructional Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		
Strategy 7 Details		Reviews			
Strategy 7: Instructional leadership will schedule the analysis of assessment data within two days of the assessment being completed. Strategy's Expected Result/Impact: Data analysis will help teachers to strategically target students based on procedural or conceptual misconceptions. Staff Responsible for Monitoring: Instructional leaders Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

Strategy 8 Details	Reviews			
Strategy 8: Learning clinics will be scheduled based on campus trends. Strategy's Expected Result/Impact: Teachers struggling instructionally will have targeted support that will help them implement high leverage learning strategies. Staff Responsible for Monitoring: Instructional Leadership Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 9 Details	Reviews			
Strategy 9: Teachers will deliver lessons at the level of rigor that requires students to justify responses being learned. Strategy's Expected Result/Impact: Students fully understand the concepts being learned with the use of justification. Staff Responsible for Monitoring: Teachers, Reach Associates, and MCLs 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 Problem Statements: Student Learning 3 Funding Sources: Reach Associate Salary - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 10 Details		Reviews			
Strategy 10: We will provide specific and targeted support based on our students' IEP and accommodations to improve academic improvement amongst our special education students. Strategy's Expected Result/Impact: Goals from education plans will be met. Staff Responsible for Monitoring: Teachers and 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 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 10.2% if teachers were began their first year in the 2023-2024 school year. Root Cause: The campus leadership needs to build on teacher growth and efficacy through continued training specific to teacher needs and staff retention.
Student Learning
Problem Statement 1: 37% (40 out of the 108) of STAAR Reading and Math tests that were at the meet and master level in the 2022-2023 school year did not maintain performance, but dropped one or two levels. Root Cause: The creation of intervention plans to help low performing students became a priority while the campus did not focus on enrichment strategies for high performing students. Problem Statement 2: 4th and 6th math had about 60% of students not meet the standard for STAAR or show growth in NWEA MAP. Root Cause: Teachers did not appropriately teach at the rigor of the standard and did not recognize or monitor student understanding. Problem Statement 3: There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning. Root Cause: Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.
School Processes & Programs
Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles. Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group. Problem Statement 3: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored. Root Cause: Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.



School Processes & Programs



Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. **Root Cause:** The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed,;plan I do, we do, you do; and anticipate student errors.





Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

High Priority
Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership will implement the completion of a full coaching cycle by completing two coaching sessions and follow ups weekly. Strategy's Expected Result/Impact: High leverage strategies are learned and implemented by teachers being coached. Staff Responsible for Monitoring: Principal, assistant principal, and MCL's. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1, 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		

Strategy 2 Details		Reviews			
Strategy 2: All teachers will track student data based on unit assessments, district checkpoints, NWEA MAP, MClass (K-2nd), and CLI (PK). Strategy's Expected Result/Impact: 80% of KG-1st grade students will meet or master the standards being taught. 50% 2nd-3rd students will perform at the meets or masters level 76% of 4th-6th students will grow to the next performance indicator. Staff Responsible for Monitoring: Teachers, Literacy Strategist, MCL's, and Principals. 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 Problem Statements: Student Learning 2, 3 - School Processes & Programs 4 Funding Sources: After School Tutoring - 211 Title 1 - \$16,000		Formative			Summative
		Nov	Feb	Apr	June
		 Some Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:



Student Learning
Problem Statement 2: 4th and 6th math had about 60% of students not meet the standard for STAAR or show growth in NWEA MAP. Root Cause: Teachers did not appropriately teach at the rigor of the standard and did not recognize or monitor student understanding.
Problem Statement 3: There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning. Root Cause: Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.
School Processes & Programs
Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.
Problem Statement 3: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored. Root Cause: Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed,;plan I do, we do, you do; and anticipate student errors.



Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.





Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details		Reviews			
Strategy 1: Intervention and enrichment plans will be deliberate and specific to student needs. Small group intervention/enrichment will be calendared weekly. Strategy's Expected Result/Impact: Data driven instruction will be planned in PLC. Teachers will calendar small groups by student name and which standard will be retaught or enriched on each specific day of the week. Staff Responsible for Monitoring: Principals, MCL's, Literacy Strategist, Teachers. Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 2		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use a corrective instruction action planning process, individually and in PLC, to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Strategy's Expected Result/Impact: Increased student performance and increased staff and student accountability. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 2, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
		 Considerable	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: 37% (40 out of the 108) of STAAR Reading and Math tests that were at the meet and master level in the 2022-2023 school year did not maintain performance, but dropped one or two levels. Root Cause: The creation of intervention plans to help low performing students became a priority while the campus did not focus on enrichment strategies for high performing students.
Problem Statement 3: There is a lack of consistency in ensuring all students are required to do the cognitive lift in learning. Root Cause: Instructional strategies do not align with instructional materials and do not require student engagement and discourse that justifies responses or answers.
School Processes & Programs
Problem Statement 2: Intervention and enrichment plans were not strongly implemented or effective after analyzing assessment data. Root Cause: Intervention and enrichment plans did not deliberately target specific student needs, but only address problems found in the whole group.
Problem Statement 3: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored. Root Cause: Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.
Problem Statement 4: The campus introduced the district internalization protocol with the use of HQIM. Teacher taught each lesson daily, but did not internalize the lesson in order to appropriately teach the standard. Root Cause: The campus did not implement a planning and internalization protocol that guides teachers to recognize the standard being taught; show how it is assessed; plan I do, we do, you do; and anticipate student errors.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
Strategy 1: Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings. Strategy's Expected Result/Impact: Teachers and staff will create and implement a minute by minute that breaks down what is expected in the classroom and during all transitions. Staff Responsible for Monitoring: Principal and Teachers. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Document and perform all drills that are required throughout the school year and allow for adjustment in practices to increase student safety campus wide. Strategy's Expected Result/Impact: Increase in student safety Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.





High Priority
Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
Strategy 1: All drills will be scheduled, implemented, and documented. Strategy's Expected Result/Impact: Students will be prepared in case an emergency arises on campus. Staff Responsible for Monitoring: Principal and assistant principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable		
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
Strategy 1: Build teacher capacity and support through tiered professional development and instructional coaching so students and teachers meet wanted outcomes. Strategy's Expected Result/Impact: Teacher perception of support will increase and evidence of wanted student outcomes will help recruit highly qualified staff that effectively serve all students and the community. Staff Responsible for Monitoring: Principal, MCL's, Literacy Strategist. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Campus leaders will participate in one district appointed and approved job fair during the 2024-2025 school year. Strategy's Expected Result/Impact: Increased percentage of highly qualified and TX certified personnel. Staff Responsible for Monitoring: Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress	 No Progress		



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 10.2% of teachers began their first year in the 2023-2024 school year. **Root Cause:** The campus leadership needs to build on teacher growth and efficacy through continued training specific to teacher needs and staff retention.

School Processes & Programs

Problem Statement 3: Campus professional development was provided to all teachers and the implementation of the learned strategies were not monitored. **Root Cause:** Campus professional development or clinics were not introduced to target specific teachers based on their instructional needs.









Perceptions

Problem Statement 2: Discipline is not enforced fairly and consistently for all students. **Root Cause:** Administrators do not utilize a campus wide disciplinary action protocol that can be followed so all disciplinary actions can be consistent across grade levels. There is no protocol to follow for repeat offenders.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.









Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
Strategy 1: The campus expand professional development opportunities for staff beyond instructional leadership. Staff will attend professional development based on their instructional gaps. Strategy's Expected Result/Impact: Teachers will build efficacy in the classroom and students will grow on benchmarks , NWEA MAP, and STAAR. Staff Responsible for Monitoring: Principal and teachers. Title I: 2.4, 2.6 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Professional Development - 199 Local - \$2,700	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators will schedule feedback sessions with grade level teams or PLC in order to increase staff morale and job satisfaction. Strategy's Expected Result/Impact: Increased sense of school community. Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement the use of student data folders to communicate the progress made on NWEA MAP, District Checkpoints, and Unit Assessments. Strategy's Expected Result/Impact: Parents will know their child's progress and parent involvement will increase to build wanted student outcomes. Staff Responsible for Monitoring: Principals and teachers. Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: The campus will hold parent meetings in order to provide information on the school's progress. Strategy's Expected Result/Impact: Build parent buy in and knowledge of student outcomes. Staff Responsible for Monitoring: Administration and Parent Liaisons Title I: 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Considerable		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Instructional leadership was not quick to pinpoint campus trends that hindered student learning and progress. Root Cause: Administrators and instructional leaders did not calibrate classroom observations in order to determine campus trends and action plans during leadership huddles.
Perceptions
Problem Statement 3: The school does not offer a variety after school activities that help enrich student learning and knowledge. Root Cause: Administrators, parent liaisons, and campus staff did not schedule content activities that engage parents and families such as literacy, math, or science nights.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
Strategy 1: In association with PTA, parent meetings will be held monthly to discuss school progress and what the campus needs help with regarding campus performance and expectations. Strategy's Expected Result/Impact: Parent involvement on campus will increase based on the awareness of their child's progress and the perception of the campus based on performance. Staff Responsible for Monitoring: Principal and assistant principal Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Parent Engagement Liaison - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Stakeholders will complete K12 Insight Surveys shared by MISD to empower stakeholders to contribute to the growth and success of the campus. Strategy's Expected Result/Impact: Adjustments on campus to meet the needs or expectations of stakeholders Staff Responsible for Monitoring: Administration Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Engagement Liaison - 211 Title 1	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	School Action Fund		\$0.00
3	1	1	Reach Associate Salary		\$0.00
3	1	6	School Action Fund		\$0.00
3	1	9	Reach Associate Salary		\$0.00
4	1	9	Reach Associate Salary		\$0.00
5	1	2	After School Tutoring		\$16,000.00
7	2	1	Parent Engagement Liaison		\$0.00
7	2	2	Parent Engagement Liaison		\$0.00
Sub-Total					\$16,000.00
Budgeted Fund Source Amount					\$139,301.00
+/- Difference					\$123,301.00
199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1	Professional Development		\$2,700.00
Sub-Total					\$2,700.00
Budgeted Fund Source Amount					\$2,700.00
+/- Difference					\$0.00
Grand Total Budgeted					\$142,001.00
Grand Total Spent					\$18,700.00
+/- Difference					\$123,301.00