

Ector County Independent School District

Blanton Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Blanton Elementary is committed to preparing all students for college and life by delivering a rigorous curriculum in a safe, supportive, nurturing, and inclusive environment.

Vision

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanton Elementary is a PK-5th grade campus located on the east side of the community that serves approximately 450-520 neighborhood students over the past 4 years. The student demographics are 53% Hispanic, 28% White, 16% African American, 2% Multi-Race, and 1% Asian. Currently, there are 80% Economically Disadvantaged students and the rate has increased by 10% over the past three years. In addition, the Student Mobility rate fluctuates between 25-32%, students identified for SPED services vary between 10-12%, and English Learners (ESL only) at 10% over the past five years. The campus staff comprises the Leadership Team, consisting of the principal, assistant principal, counselor, and Instructional Coach; office staff, including a secretary and clerk; classroom teachers (25, PK-5th grade); Special Areas staff, including a librarian, coach, and music teacher; and Support Staff, consisting of 10 aides. Currently, there is an active Parent Teacher Association. Efforts to promote parent-teacher engagement have been made through various events involving our Title I initiatives, including Meet the Teacher, Academic Nights, student performances, Parent-Principal Meetings, Fall Festival, Spring Festival, and Veterans Day activities etc.

Demographics Strengths

The following are identified campus demographics strengths-

- There is a diverse student and teacher population.
- The teaching experience and teaching retention rate is over 70%.
- The student discipline rate has declined significantly (10% reduction) within one year.
- The belief held by students that adults and peers in the school care about their learning as well as about them as individuals (School connectedness) has increased from 69% to 77%, above district average.
- Parent communication and engagement has increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economically disadvantaged percentage is 80.20%, compared to the district's 70%.

Root Cause: Neighborhoods with lower wages and higher renter cost burden. Students may be experiencing external barriers such as transportation issues, family responsibilities, or mental health concerns that affect consistent attendance and behavior, particularly within underrepresented student populations.

Problem Statement 2 (Prioritized): Lack of Tier 1 instruction in Reading resulted in disproportionate student performances of all sub-populations across grade levels.

Root Cause: Lack of quality lesson planning with appropriate levels of rigor.

Student Achievement

Student Achievement Summary

2018 STAAR	Approaches	Meets	Masters	2019 STAAR	Approaches	Meets	Masters	2020 STAAR	Approaches	Meets	Masters
Math	3rd 91.67% 4th 66.67% 5th 79.63%	3rd 70.83% 4th 33.33% 5th 42.59%	3rd 47.22% 4th 15.87% 5th 14.81%	Math	3rd 79.55% 4th 59.3% 5th 81.25%	3rd 53.41% 4th 24.42% 5th 44.79%	3rd 31.82% 4th 12.79% 5th 29.17%	Math	3rd NA 4th NA 5th NA	3rd NA 4th NA 5th NA	3rd NA 4th NA 5th NA
Reading	3rd 87.5% 4th 63.419% 5th 74.07%	3rd 55.56% 4th 28.57% 5th 40.74%	3rd 31.94% 4th 9.52% 5th 12.96%	Reading	3rd 70.45% 4th 42.86% 5th 64.58%	3rd 45.45% 4th 21.43% 5th 37.5%	3rd 27.27% 4th 14.29% 5th 14.58%	Reading	3rd NA 4th NA 5th NA	3rd NA 4th NA 5th NA	3rd NA 4th NA 5th NA
Science	5th 61.82%	20%	7.27%	Science	5th 50%	7.14%	0%	Science	5th NA		
2021 STAAR	Approaches	Meets	Masters	2022 STAAR	Approaches	Meets	Masters	2023 STAAR	Approaches	Meets	Masters
Math	3rd 78.95% 4th 66.18% 5th 42.67%	3rd 52.63% 4th 35.29% 5th 10.67%	3rd 21.05% 4th 16.18% 5th 4%	Reading	3rd 66.15% 4th 83.08% 5th 67.95%	3rd 33.85% 4th 66.15% 5th 34.62%	3rd 15.38% 4th 41.54% 5th 7.69%	Math	3rd 64.62% 4th 88.89% 5th 83.78%	3rd 30.77% 4th 68.25% 5th 50%	3rd 15.38% 4th 39.68% 5th 13.51%
Reading	3rd 75.44% 4th 63.24% 5th 53.33%	3rd 36.84% 4th 33.82% 5th 28%	3rd 19.3% 4th 10.29% 5th 13.33%	Math	3rd 73.85% 4th 80% 5th 69.23%	3rd 47.69% 4th 56.92% 5th 50%	3rd 24.62% 4th 26.15% 5th 25.64%	Reading	3rd 75% 4th 92.06% 5th 75.68%	3rd 46.88% 4th 44.44% 5th 44.59%	3rd 18.75% 4th 14.29% 5th 13.51%
Science	5th 25.33%	25.33%	1.33%	Science	5th 20%	10%	0%	Science	5th 58.11%	22.97%	9.46%
2024 STAAR	Approaches	Meets	Masters	2025 STAAR	Approaches	Meets	Masters				
Math	3rd - 57% 4th - 78% 5th - 64%	3rd -22% 4th - 47% 5th -30%	3rd - 5% 4th -23% 5th -3%	Math	3rd - 78% 4th - 76% 5th - 64%	3rd -47% 4th - 56% 5th -35%	3rd - 17% 4th -28% 5th -13%				
Reading	3rd - 64% 4th - 84% 5th - 76%	3rd -30% 4th - 53% 5th -44%	3rd - 5% 4th -24% 5th -16%	Reading	3rd - 74% 4th - 80% 5th - 77%	3rd -41% 4th - 48% 5th -44%	3rd - 13% 4th -20% 5th -23%				
Science	5th - 32%	5th - 2%	5th	Science	5th - 47%	5th - 17%	4%				

Student Achievement Strengths

Blanton showed growth in on the EOY MAP assessment for 4th and 5th grade in Science.

4th grade meet their RIT growth for reading and math.

Kinder met their projected RIT growth in Math

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In 24-25 only 47% of 3rd grade students were on grade level math

Root Cause: Students lack the foundational number sense skills from K-2

Problem Statement 2 (Prioritized): In 24-25 only 41% of 3rd-grade students were reading on grade level

Root Cause: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.

School Culture and Climate

School Culture and Climate Summary

Blanton Elementary has an average of 520 students with 29 classroom teachers, 1 PE teacher, 1 Music Teacher, 4 Special Education Teacher, and 7 Sp Ed aide for the 2025-2026 school year. We have three monolingual classrooms per grade level, K-5, We are an ESL campus. We house a speech therapist, Counselor, Library Clerk, and a Dyslexia interventionist. A certified retired teacher serves 1st graders in reading. GT students are served once a week on our campus.

Our school works to build a school family with our staff, students, and parents. We have our annual Title I meetings, Reading and Math night, Pastries with Parents, and various activities throughout the year for families. We also celebrate the end of the year with award ceremonies and PreKinder and 5th grade promotion, with families invited.

School Survey for Students Spring 2024:

Rigorous Expectations: 80%

Engagement: 56%

Connectedness indicator: 64%

Sense of Belonging: 60%

School Climate: 59%

School safety: 68%

STAFF CULTURE SURVEY Spring 2024:

Belonging: 92%

Professional Learning About Equity: 93%

School Leadership: 89%

Well-being: 61%

School Climate: 80%

Feedback and Coaching: 100%

Professional Learning: 80%

School Culture and Climate Strengths

Goliad Elementary participates in all district parental involvement initiatives such as Family Math and Reading Nights and Music performances. All Title One parental involvement activities are completed, such as parent engagement/compact meetings, parent surveys and report cards, Meet the Teacher, Parent Orientation Meetings, and Parent Conferences by all teachers. We have a PTA that helps with community partnership

Blanton utilizes the "Blanton Playbook" (Relay) protocols to provide schoolwide structures. The leadership team created a list of non-negotiables. This decreases behavioral infractions and provides more instructional time in the classroom.

All teachers meet once a week for PLC time. Teachers are able to go through the DDI process and unpack standards.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 60 %of students believe that adults and peers care about their learning and them, as measured by the Panorama survey goal. School climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts.

Root Cause: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff, and lack of structured opportunities for students to build meaningful connections with others.

Problem Statement 2: Failure to implement CHAMPS expectations with fidelity in every classroom.

Root Cause: CHAMPS teams did not meet or plan consistently. Coaching and feedback from admin was not consistently implemented when teachers failed to follow the expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff, including alternative certification programs, college fairs, Odessa Pathways, and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process that ensures that candidates are credentialed for the positions they seek. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include stipends for special program areas and stipends for education beyond position requirements. The Opportunity Culture Program is currently implemented in most schools, which provides stipends for MCLs to lead grade levels. Finally, the district uses TIA and National Board Certification for staff recognition to promote and ensure retention strategies. Blanton currently is not an Opportunity Culture campus but hopes to in the future.

Staff Quality, Recruitment, and Retention Strengths

Blanton teaching staff has the following demographics:

0 years of experience - 16%;

1-5 years of experience - 8.3%

6-10 years of experience 18.4%

11-20 years of experience 34%

and over 20 years of experience are 22%.

Blanton staff supports teachers in the classroom to expand their knowledge of content and lesson delivery. The LAB team along with administrators will assist new and struggling teachers in leading campus procedures and implementing quality Tier 1 instruction and through the coaching and feedback cycle. Many campus activities are conducted to build staff culture, such as Monthly Birthday Lunches, Teacher of the Month, Paraprofessional of the Month, jeans passes, recognition of staff members, team building events, and other activities to keep morale high on the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff retention rate for 24-25 remained low 56.3

Root Cause: Staffing changes, aspirations in career advancement within or outside of education. Teachers seek campuses with Opportunity culture for career advancement and compensation.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best-practiced curriculum, instruction, and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, MAP, iReady and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student SCAs, DBAs, unit assessments, MAP, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Blanton Elementary will follow the District adopted resources and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW and Data Driven Instruction and consistently implement Relay practices for effective planning and delivery. All teachers will utilize district planning resources to execute rigorous lessons and student application.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Current STAAR data indicate that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum instruction and assessment. Teachers face challenges in delivering Tier 1 instruction that meets the depth of the TEKS, and vertical alignment is insufficient to ensure that foundational math skill

Root Cause: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth of rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

Family and Community Engagement

Family and Community Engagement Summary

Blanton offers opportunities during the school year for parents and community members to be involved in student learning.

- Math and Reading Nights
- Science Fair
- Fall and Spring Festivals
- Book Fairs
- Title One Informative Meetings
- Awards assemblies
- Meet the Teacher
- Open House

Family and Community Engagement Strengths

Blanton Elementary continues to work on closing the performance gaps with increased family and community involvement through Communities and Schools, retired certified teacher interventionists, and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and support academic achievement.

Blanton will continue Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, Parent-Teacher Conferences, Parent Utility Training for Title 1 schools, Parent Engagement, and Compact input. The leadership team will meet and set goals, continue Blanton X (Twitter), Facebook, and Book Fairs, and establish a school-wide platform for parent communication through Focus

Blanton will invite professionals from communities to come to school and teach our students about their careers.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The campus continues to experience low family attendance at academic nights and other school-related events. This limited engagement affects the development of strong school-home partnerships that are essential for improving student academic outcomes and strengthening campus culture

Root Cause: Schedules of working parents and outside demands (sports and fine arts) in addition to parent involvement. Many families from low-income households work multiple jobs or have inflexible schedules, making it difficult to attend events scheduled during traditional evening hours.

School Organization

School Organization Summary

The Blanton leadership team consists of the Principal, Assistant Principal, Counselor, instructional coach, and 5 teachers. This Leadership team ensures the monitoring of school goals and analyzes data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery, and analyzing of data

The AVID and SEL site teams support with AVID strategies, ensuring rigor in lessons, planning of II Lead lessons, and adhering to scope and sequence.

School Organization Strengths

The Blantob leadership team consists of the Principal, Assistant Principal, Counselor, instructional coach and 5 teachers. This Leadership team ensures the monitoring of school goals and analyzes data to ensure growth is happening.

PLCs ensure teachers are supported with planning, instructional delivery, and analyzing of data.

The AVID and SEL site teams support with AVID strategies, ensuring rigor in lessons, planning of II Lead lessons, and adhering to scope and sequence.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Consistent AVID and SEL site teams have not been maintained, nor has professional learning been consistent for staff and site teams.

Root Cause: A consistent and ongoing professional learning calendar for AVID and SEL does not exist.

Technology

Technology Summary

Blanton is equipped with a Promethean board in each classroom.

All students have access to Chromebooks (2nd - 5th grade) or Ipads (K - 1st grade)

All teachers have earned a laptop and other is a docking station in each classroom.

Students utilize I-ready in school.

Teachers utilize Istation, I- Ready, Classlinks, Schoology, Eduphoria, and Sirius to target instruction for students

Technology Strengths

ECISD replaces classroom Chromebooks and Ipads on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Blanton techy ambassador and technology specialist provides monthly assistance for teachers on campus

Priority Problem Statements

Problem Statement 1: Current STAAR data indicate that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum instruction and assessment. Teachers face challenges in delivering Tier 1 instruction that meets the depth of the TEKS, and vertical alignment is insufficient to ensure that foundational math skill

Root Cause 1: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth of rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Lack of Tier 1 instruction in Reading resulted in disproportionate student performances of all sub-populations across grade levels.

Root Cause 2: Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 60 %of students believe that adults and peers care about their learning and them, as measured by the Panorama survey goal. School climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts.

Root Cause 3: Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff, and lack of structured opportunities for students to build meaningful connections with others.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: In 24-25 only 41% of 3rd-grade students were reading on grade level

Root Cause 4: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By 25-26, 3rd - 5th grade students will increase the meets standards on reading from 41% to 46%

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: .K-5 classroom teachers will target at risk populations utilizing Read 180 and ST Math for 1416 kids, small group instruction, and targeted tutoring for K-3 three times a week for 20-30 minutes; Teachers will adhere to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: growth in students' individual learning pathways IReady lessons passed at 70% or higher (2-3 lessons a week)</p> <p>Staff Responsible for Monitoring: Teachers, instructional coach and leadership team.</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Achievement 2</p> <p>Funding Sources: Two Part time tutors to help close gaps - Title One School- Improvement - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional coach will lead weekly PLC focusing on data from checkpoints and MAP and do informal checks to develop responsiveness and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to make informed instructional decisions to target individualized instruction</p> <p>Staff Responsible for Monitoring: Instructional Coach and leadership team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: 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> <p>Funding Sources: Instructional coach-She will support all grade levels and help facilitate PLCs - Title One School-Improvement - \$80,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

No ProgressAccomplishedContinue/ModifyDiscontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Lack of Tier 1 instruction in Reading resulted in disproportionate student performances of all sub-populations across grade levels. Root Cause: Lack of quality lesson planning with appropriate levels of rigor.</p>
Student Achievement
<p>Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level Root Cause: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.</p>

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the MEETS level on 3rd-5th Math STAAR will increase from 33% to 60%

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: MAP Tests, IReady Diagnostic Tests, SCA's, Local Benchmark, STAAR data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Using MAP, SCA, and STAAR interim data the leadership team will implement the DDI process, develop TEKS knowledge, implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Campus Curriculum coach and Campus Leadership</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom objectives, rigor and questioning in the classroom will be monitored to ensure fidelity of lesson planning. Teachers will ask at least two depth of knowledge questions daily that align with the TEK, which will be evident in their lesson plans and weekly walkthroughs.</p> <p>Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Curriculum coach and campus leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2026, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 17% to 25 %.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP MOY and EOY reports
Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be exposed to academic vocabulary in all grade levels. Teachers will create interactive science word walls and anchor charts. Students will create and use interactive science journals while using specific note-taking strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will see an increase in student's understanding of academic vocabulary. Students will utilize journals to connect learning to real-world science and everyday situations.</p> <p>Staff Responsible for Monitoring: Leadership, IC, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All grade levels will take the science SCAs. Teachers will reteach lessons on low-scoring TEKS. Planning for the reteach and reassess will be rehearsed during PLCs. Leadership will follow up to observe the reteach lessons</p> <p>Staff Responsible for Monitoring: Teachers, IC, Leadership team</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By 25-26, 3rd grade students will increase the meets standard on reading from 41% to 46%

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Informal assessments, SCA, MAP and STAAR benchmark

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: Rigorous lessons The percentage of students showing meets or better will increase on checkpoints</p> <p>Staff Responsible for Monitoring: IC Principals</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group.</p> <p>Strategy's Expected Result/Impact: Increased engagement in Tier I instructions Rigorous lessons IReady will show an increase of students meeting growth from BOY to EOY diagnostic check The percentage of students showing meets or better will increase on checkpoints</p> <p>Staff Responsible for Monitoring: IC Principals</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The percentage of students K-3 achieving or exceeding their READING RIT goal will increase from 39% to 45%

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP data from BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coach and leadership will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through unpacking the standards, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks.</p> <p>Staff Responsible for Monitoring: IC Principals</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 classroom teachers will target at-risk populations and utilize small group reading four times a week for 20-25 minutes per group; Differentiated instruction through LLI, Guided Reading, and Sirius will be used.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction resulting in more students performing at meets or higher on checkpoints. Provide small group interventions for at-risk students. increase in their MAP growth through evidence of RIT score.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Instructional Coach, Campus Leadership</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%, 4
 Year Graduation Rate - % of students in grades 9-12 who graduate within four years of entering high school - 2026 Goal: 86%

Evaluation Data Sources: AVID CCI

AVID Evidence- Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.</p> <p>Strategy's Expected Result/Impact: organizational skills two way communication between school and home</p> <p>Staff Responsible for Monitoring: Classroom Teachers AVID Site Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: AVID Site Team will share an AVID/WICOR strategy with teachers every 9 weeks and monitor implementation.</p> <p>Strategy's Expected Result/Impact: Rigorous lessons organizational skills Increased writing skills</p> <p>Staff Responsible for Monitoring: Classroom Teachers AVID Site Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: School Connectedness panorama data will increase from 64% to 70 %.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline referrals by 10% and build positive relationships among students and teachers.</p> <p>Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships Increase school climate and morale</p> <p>Staff Responsible for Monitoring: Teachers Counselor SEL Site Team</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Character ED lessons will be implemented two times a month 30 minutes each lesson by the counselor.</p> <p>Strategy's Expected Result/Impact: Development of Positive Relationships Increased Problem Solving Skills</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Student daily attendance will increase from 92.4% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.</p> <p>Strategy's Expected Result/Impact: Increase attendance to 95%</p> <p>Staff Responsible for Monitoring: Teachers Counselor Assistant Principal Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance.</p> <p>Strategy's Expected Result/Impact: Increased Attendance Rate</p> <p>Staff Responsible for Monitoring: attendance clerk, teachers, admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Increase student academic achievement in core content areas by at least 5% on state and district assessments by the end of the academic year.

Evaluation Data Sources: Checkpoints
 IReady
 Read 180 and ST math for 1416 kids

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement data-driven small group instruction and provide targeted interventions based on SCA/benchmark assessments.</p> <p>Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Instructional Coach Assistant Principal</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum and Instruction will provide and support the implementation of k-5 instructional framework for ELAR, Math and Science.</p> <p>Strategy's Expected Result/Impact: 100% of students will have access to high-quality instructional materials for tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Administrators, teachers Instructional coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Current STAAR data indicate that a significant percentage of students are not meeting grade-level expectations, revealing gaps in the alignment between curriculum instruction and assessment. Teachers face challenges in delivering Tier 1 instruction that meets the depth of the TEKS, and vertical alignment is insufficient to ensure that foundational math skill Root Cause: Teachers are overwhelmed by the number of district mandated curriculum resources and framework, many of which lack alignment to the depth of rigor of the STAAR tested TEKS. Instructional time has been heavily dedicated to implementing low rigor materials, leaving little room for teachers to adapt lessons or integrate higher level tasks that build critical thinking and content mastery.</p>

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.9% to 95% for all students by May of 2026.

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen Attendance Monitoring and Family Communication by establishing a consistent system to track daily attendance, flagging students with frequent absences.</p> <p>Strategy's Expected Result/Impact: To improve family awareness and earlier interventions will reduce chronic absenteeism, resulting in more students attending regularly and contributing to reaching the 95% attendance goal.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Incentivize and Support Student Attendance by implementing campus-wide attendance incentives (weekly recognition, monthly rewards, and class competitions) to promote positive attendance habits.</p> <p>Strategy's Expected Result/Impact: Incentives and wraparound supports will encourage students to attend consistently, strengthen a positive school culture around attendance, and drive progress toward the 95% target.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 3: Ensure 100% of teachers implement evidence-based instructional practices aligned with district curriculum standards through ongoing professional development and coaching.

Evaluation Data Sources: Walk Throughs
Lesson Plans
PLCs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide weekly professional learning sessions in PLCs and follow-up instructional coaching.</p> <p>Strategy's Expected Result/Impact: Effective Tier 1 Instruction Internalized Lesson Plans & Practices MAP Growth BOY to MOY SCA scoring at meets level</p> <p>Staff Responsible for Monitoring: Principals MCLs Teachers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Leadership & Instructional coach will refine and implement the Data-Driven Instructional process, enhance TEKS understanding through Internalizing instruction, apply the Observation/Feedback coaching model, and analyze student work in PLCs to ensure mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: DDI process will be implemented in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 IReady will show and increase of students meeting growth from BOY to EOY diagnostic checks.</p> <p>Staff Responsible for Monitoring: Instructional coach Administrators</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: In 24-25 only 41% of 3rd-grade students were reading on grade level Root Cause: Students did not receive systematic and explicit phonics instruction in kindergarten and 1st grade, resulting in foundational gaps in decoding and word recognition that hindered fluency and comprehension in higher grades.</p>

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.

Evaluation Data Sources: Referral Reports showing decreasing numbers in referral

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (PBIS, EMERGENT TREE) Framework</p> <p>Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coach</p> <p>Title I: 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will participate in iLead social-emotional lessons provided by their classroom teachers once per week.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will learn how to monitor their mental health and be aware of their reaction.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: All PreK-5th-grade students will participate in at least one Guidance Lesson per month provided by the school counselor.</p> <p>Strategy's Expected Result/Impact: The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations</p> <p>Staff Responsible for Monitoring: Administrators and counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 46% to 66%.

Evaluation Data Sources: Panorama Survey 3-5% increase in ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Student & Staff Recognition (Student of the Month, Employee of the month, Most Improved, Character Trait Awards).</p> <p>Strategy's Expected Result/Impact: Track number of students recognized Staff and Student Feedback</p> <p>Staff Responsible for Monitoring: Administrators Teacher Counselor</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen Student-Teacher and Peer Relationships by implementing weekly classroom community circles or morning meetings to build trust, promote student voice, and strengthen relationships.</p> <p>Strategy's Expected Result/Impact: Classrooms will be monitored through student feedback, teacher reflections, and observation of classroom climate and Student Wellness Being lessons.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: 60 %of students believe that adults and peers care about their learning and them, as measured by the Panorama survey goal. School climate may negatively impact student engagement, behavior, and academic performance if not addressed through intentional campus-wide efforts. **Root Cause:** Students do not consistently feel that adults and peers care about their learning and well-being due to limited integration of SEL practices, inconsistent modeling of SEL competencies by staff, and lack of structured opportunities for students to build meaningful connections with others.

Board Goal 5: Culture of Excellence

Performance Objective 3: Student sense of belonging and engagement will increase from 60% to 67 % by the end of the school year, as reflected on the Spring Panorama data.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize curriculum to address the wholistic needs of all students.</p> <p>Staff Responsible for Monitoring: Leadership, teachers</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth.</p> <p>Strategy's Expected Result/Impact: Student connectedness will increase to 75%.</p> <p>Staff Responsible for Monitoring: Teachers, leadership, counselor</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Two Part time tutors to help close gaps		\$30,000.00
1	1	2	Instructional coach-She will support all grade levels and help facilitate PLCs		\$80,000.00
Sub-Total					\$110,000.00