

Denison Independent School District
Mayes Elementary School
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mayes Elementary School currently has 487 students; with 142 being bilingual and 345 being monolingual. All of the bilingual students are Spanish speakers. Mayes Elementary School currently serves as the district bilingual campus.

Our student population has decreased slightly this year, by 4.01%. Due to the district redrawing attendance lines. We started the 2024-25 school year with 521 students, the 2022-23 with 469 students, and last year started with 507 students. Our bilingual population has remained consistent in our grades, however in kindergarten, first grade, and second there has been an influx. Last year we had an influx of second grade students that qualified for the bilingual program, so a first grade section was added, and this year we added an additional section of second grade. All other grade levels are at or approaching the maximum capacity of 21 students. Our bilingual population increased to 29.15% of the student population.

The number of economically disadvantaged students increased by 5.1%, going from 63.9% to 69.0%. This is 1.6% higher than our district average of 62.3%.

During the last 3 years our mobility rate on the annual TAPR has varied. During the 2020-21 school year our mobility rate was at 16.7%, then in 2021-22 dropped to 15.8%, in 2022-23 it had dropped to 12.0%.

Mayes attendance rate has varied over the last 5 years. The COVID-19 pandemic causes the variation. During the 2021-22 school year our rate was 83.9% during the pandemic, however we are currently at 94.4% for the 2024-25 school year which is a decrease from 95.5% in 2023-24. This year we are holding tribunal meetings with our families, making daily phone calls by our attendance clerk to check when a student is absent, and having student recognition celebrations for perfect attendance.

The number of students that are gifted and talented has decreased from 1.3% to 1.1%. This is significantly below the state average of 8.2%. Our special education percentages vary each year. During 2020-21 it was 8.7%, and during the 2021-22 school year it was at 9.4% and 10.1% in 2023-24. During the 2024-25 school year it rose to 16.4%. Our percentage remains lower than the state and district averages.

Currently, we have 9 bilingual classroom teachers. 67% have completed their bilingual certification. This is down from 77% the previous year. We continue to recruit certified teachers and ensure current non certified teachers get their certification.

Demographics Strengths

Mayes Elementary celebrates that our attendance rate has exceeded the state as well as the district rate. This is due to the following:

- Attendance Clerk
- Monitoring attendance with daily phone calls to families
- End of the year and 9 week celebrations for perfect attendance
- Weekly assemblies celebrating perfect attendance with student with 0 tardies
- Telehealth Services
- Full time nurse
- Truancy Prevention Measure Meetings
- Tribunal Meetings with families

In order to communicate with our bilingual students we have a full time secretary that is bilingual.

We have hired a bilingual diagnostician to evaluate our students.

We have a full time assistant principal on campus.

We have a part time bilingual curriculum facilitator.

We have hired a part time bilingual special education teacher.

We have hired a part time bilingual dyslexia teacher.

We have addressed the need for additional bilingual teachers by adding a second section of kindergarten, first grade, second grade, and third grade.

We send out weekly newsletter in both English and Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our bilingual program continues to struggle to recruit highly qualified teachers. Currently 66% of our bilingual classroom teachers are certified.

Root Cause: The shortage of certified bilingual teachers in the area.

Student Learning

Student Learning Summary

	3rd Reading (Eng/Sp)	3rd Math (Eng/Sp)	4th Reading (Eng/Sp)	4th Math (Eng/Sp)
24-25	79%	86%	79%	71%
23-24	76%	73%	81%	65%
22-23	80%	76	85%	91%
21-22	79%	84%	79%	74%
20-21	71%	67%	69%	74%
18-19	71%	68%	69%	69%

STAAR data for the last 5 years has been analyzed. We have noted strengths and weaknesses. We have also given significant emphasis to the 3 areas of performance-"Approaches", "Meets" and "Masters".

We continue to work on student growth from year to year, and focus on our subpopulations. When we analyzed subpopulations on all tests, we found that our lowest subpopulations were Special Education (42%), African American (44%), EB/EL (53%) and Hispanic (55%).

2024 School Report Card gave Mayes overall rating of a "B". This is an increase from 2023 overall rating of a "C". The campus has significantly improved from the 2018-19 school year where the campus received an "D".

We are focused on student growth and achievement. We are recognizing student growth at each grade level by conducting weekly celebrations. We are also analyzing student data and growth during PLC meetings, and focusing on interventions being made.

Student Learning Strengths

- Tutoring provided 3 days per week to all grade levels by certified teachers.
- MAP Testing
- Imagine Math used in K-4
- Reflex Math to assist with math facts and fluency
- PLC Team Meetings

- Monolingual Curriculum Coach
- Bilingual Curriculum Facilitator
- Focused improvement on TIER 1 Instruction
- Data driven instruction
- K-2 Essential Standards Created and Tracked
- Established goals by students, teachers, and administrators
- Weekly Celebrations
- Positive Reinforcements
- Bilingual Resource Teacher
- Bilingual Special Education Teacher
- Certified Bilingual Teachers in 3rd and 4th grade
- Writing Curriculum-Patterns of Power

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 62% of our EB/EL and 65% of our Hispanic students were at the approaches level on STAAR Assessment (RLA and Math).

Root Cause: These students are learning a second language, are at risk, and several are new to Texas.

Problem Statement 2: 55% of our Special Education Students were at approaches level on STAAR Math Assessment.

Root Cause: These students are diagnosed with a disability, but they are expected to perform at or above grade level.

Problem Statement 3: 13% of our 3rd grade students were at Master Level on the Math STAAR Assessment.

Root Cause: The students were challenged with new test types.

Problem Statement 4: Mayes' paraprofessional supports are comparable to the other elementary schools, however, Mayes population is larger.

Root Cause: Mayes does not have funding to hire additional paraprofessional support. Often the paraprofessionals are called to substitute in classes and cannot support teachers.

School Processes & Programs

School Processes & Programs Summary

Our campus has quality teachers and staff that ensure that the students are provided with a quality education. By focusing on the grade level TEKS and assessment date, the teachers teach using a variety of methods and strategies. Teachers collaborate with tutors, interventionists, instructional aides, and administration to determine student needs and analyze growth through SST and PLC meetings. Students use a variety of online programs to help address specific TEKS (Imagine Math, MAP testing, HMH, Reflex Math, Amira). The district provides teachers with a grade level curriculum coordinator to assist with curriculum, instruction, and assessments. Grade levels meet with their grade level at district wide PLC meetings to collaborate with peers. Data should be used to drive instruction and lesson planning. The increase in the special education population, behavioral concerns, and student performance on STAAT has led to the need for additional support in the resource classroom in the form of a full time instructional aide. The number of bilingual students requiring dyslexia and special education support in their native language have led to the hiring of a certified teacher that covers both areas.

Recruiting and retaining highly qualified employees remains a top priority for the district. The district has made it a priority to recruit and retain highly qualified staff members. Positions are filled with staff who are willing and able to do whatever it takes to help our students gain success. As our district continues to see growth, we must seek to find the best employees in and outside of our area. A competitive salary schedule allows the district to recruit teachers within Texas as well as outside of the state. Even with the teacher shortage we have faced, our campus is 100% staffed.

Recruiting Bilingual staff members continues to be an area of concern. Our district has a competitive bilingual stipend in order to increase retention for bilingual staff members.

Denison ISD provides an excellent mentor program for new teachers to the profession.

Our school district supports high quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, and competitive salary/stipend schedules. Mayes has implemented a master schedule to ensure that all grade levels are provided time to schedule appropriate instruction to fully meet the needs of all learners. The master schedule also allows teachers a planning period each day, and a sixty minute intervention block to support at risk students. During intervention time specific student needs are addressed. During this time tutors, interventionists, and small group learning takes place on specific deficits students may be facing. Intervention is also a time for enrichment.

Staff members attend district PLC meetings, weekly staff/faculty meetings on campus, weekly grade level PLC meetings, bilingual PLC meetings, and serve

on committees as needed. This year staff members have joined cadres they have an interest within. Those cadres are: PBIS, Hospitality, Staff Morale, Safety and Security, and Behavior.

Denison ISD has implemented a school calendar that has built in professional development days and planning days to allow teachers time to plan engaging lessons.

Mayes has converted to a 1:1 campus with all students having personal Chromebooks.

Our district has common assessments that are administered after each unit to students. Students are given benchmarks during the year to prepare for state assessments. This year we are utilizing Interim Assessments which will prepare students for the STAAR Testing platform. After the administration of each common assessment or benchmark exam, data is discussed during grade level PLC meetings, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria to house curriculum documents. There are SST meetings held throughout the school year, where interventions are discussed for student improvement and growth. Changes are made as needed.

Due to the size of our campus we have an assistant principal.

Mayes also needs provisions in place to retain bilingual staff members.

Mayes teachers are working to increase the rigor, by focusing on essential standards for our students in the areas of math and reading/language arts.

Mayes has hired a full time student resource officer to ensure the safety of all students.

Mayes has added a bilingual section at the kindergarten and first grade level to meet the needs of our Bilingual population.

School Processes & Programs Strengths

Denison ISD provides a strong and direct program to teachers new to the district and specifically new to education. Each campus has identified a Mentor

Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice. These teachers meet throughout the school year to discuss issues or struggles they might be having.

Teachers have adequate opportunities to attend professional development sessions to help them grow professionally.

Weekly PLC meetings, as well as Denison ISD grade level PLC meetings give teachers an opportunity to plan and collaborate together.

Bilingual teachers receive a stipend of up to \$8,000.

Mayes has had an increase in the number of dyslexic students. We need to implement a strong tier 1 phonics program. This year we are using HMH phonics piece with fidelity.

In previous years Mayes teacher retention has been phenomenal at Mayes. At the end of the 2024-25 school year Mayes had 4 teachers resign. The 2023/24 principal retired and was replaced with current principal. We have 6 new teachers this year, however 1 was an additional bilingual 3rd grade classroom, Math Interventionist, and STEAM teacher added.

Our strengths at Mayes that we continue to implement:

- Continually analyzing data to drive instruction
- Setting grade level specific goals, as well as, teacher and student goals
- Grade level tutors that are certified teachers
- Curriculum Coach
- Assistant Principal
- SST Meetings
- Imagine Math grades k-4
- Reflex Math
- 1:1 Chromebooks
- Intervention Hour
- Certified staff members
- Campus celebrations each Friday

- PBIS
- Morning Announcements
- PTO
- Teacher Cadre
- Safety plans in place
- Staff development sessions
- Quaver Lessons
- District General Education Behavior Specialist
- Additional bilingual sections in K and 1
- Collaboration amongst staff members
- Mentor Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of dyslexic students continues to increase, and we have many 2nd grade students waiting to be evaluated.

Root Cause: We need to ensure that we are implementing the HMH Phonics with fidelity.

Perceptions

Perceptions Summary

Students' success is top priority at Mayes Elementary School. A clear focus on student achievement has been established by collaborating as PLCs each week.

Our weekly grade level PLC meetings and bi-weekly bilingual PLC meetings have given teachers the opportunities to focus on academic challenges and strengths.

We have found that not only do we need to focus on academics, but we must focus on families feeling welcome as well. Students must feel safe in order to find academic success. We have established a threat assessment team, and all team members have been trained. We have also started a safety and security cadre that is researching ways to increase security at Mayes. This year, we have a full time SRO on our campus. We have conducted daily door checks and utilizing the Raptor System for visitors.

One area that this campus has focused on is the staff presence the moment a student walks into the building. The students are greeted by their teachers standing outside their classroom door awaiting their arrival. The same is true with dismissal, teachers are lined up outside and inside to efficiently place students in cars and safely. With emergency plans in place and practiced, there are also trained emergency staff, such as our CPR and CPI certified personnel. Mayes also has activities that highlight student achievement. Each Friday, we are having a weekly assembly to showcase student accomplishments. Students of the area are announced along with outstanding readers, Reflex Math, Imagine Math, as well as good behavior. This year we have added staff members of the week to increase staff morale.

Mayes has a new basketball court to enhance students' physical movement and sportsmanship.

Mayes new construction areas have helped with arrival and dismissal procedures.

Mayes' new cafeteria allows students to be served in an efficient manner with 2 lines going at all times.

However, there are still several areas that Mayes could improve upon. A few of those areas are: parent academic engagement, a way for all areas to hear lock down drills, a plan for students on our fenced playground, and increased input from our stakeholders.

Perceptions Strengths

Strengths for School Culture and Climate include the following:

- PBIS
- Weekly Assemblies
- School personnel present during morning drop off and parent pick up
- Mission statements posted in each classroom
- Mayes Motto posted in each classroom
- Actively involved PTO
- CPI Team
- CPR Team
- Clean facilities
- Emergency plans in place
- Student recognition
- Safety drills
- Raptor Sign in System
- Bus Monitors
- Parent Conferences
- Fenced Playground
- Larger cafeteria
- Larger Arrival/Dismissal Areas
- Cadres Implemented
- Full time SRO
- Full time Assistant Principal
- Elementary Gen Ed Behavior Specialist

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 69% of our families come from economically disadvantaged families these parents need support on how to help their children at home.

Root Cause: Lack of training and resources for parents.

Problem Statement 2: During times of lock down all areas of the building cannot hear the announcements.

Root Cause: There are not speaker system in place in certain areas.

Problem Statement 3: Students that are on our playground during times of lock down have no where to go since the gates are locked on the playground.

Root Cause: We need badge reader on the basement of our cafeteria so that all students could get out of sight during a lockdown.

Priority Problem Statements

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2025 STAAR.

Evaluation Data Sources: Domain 1 Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data for all students, including at-risk Strategy's Expected Result/Impact: PLC minutes, lesson plans, STAAR Data Staff Responsible for Monitoring: All Staff Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education, - 211 Title I - \$2,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Refine the curriculum in core academic areas and focus on essential standards in reading/language arts and math. Strategy's Expected Result/Impact: Core Curriculum Documents, PLC notes Staff Responsible for Monitoring: Classroom Teachers, Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 25 ESL, - 211 Title I, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Use PLC time to analyze data and formulate a plan for those who did not learn and create intervention and RTI data for individual students. Strategy's Expected Result/Impact: PLC minutes, Student Success Meetings Staff Responsible for Monitoring: Principals, classroom teachers, Special Education teachers, Intervention teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education, - 211 Title I, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide additional time, support, and opportunities for students who are not successful during intervention hour with tutors, interventionists, and classroom teachers. Strategy's Expected Result/Impact: Lesson plans, Student Success Plan, STAAR Reading and Math data, tutoring sign in sheets Staff Responsible for Monitoring: Principals, Classroom teachers, intervention teachers, tutors. 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 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Provide high quality staff development for 100% of instructional staff. Strategy's Expected Result/Impact: Employment Records, Highly Qualified Reports Staff Responsible for Monitoring: Principals ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 483 Local Grant Funds, - 199 24 Compensatory Education, - 224 Special Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Provide enrichment opportunities for students who are initially successful. Strategy's Expected Result/Impact: Lesson plans, tutoring sign in sheets Staff Responsible for Monitoring: Classroom teachers, Principals, GT Teachers, Tutors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Integrate and coordinate Title I services with all state and locally funded programs (tutoring, intervention materials, ect). Strategy's Expected Result/Impact: Compliance reports, program evaluations Staff Responsible for Monitoring: Principals, counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 483 Local Grant Funds, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details		Reviews			
Strategy 8: Encourage teachers to incorporate emerging technology to improve student learning in reading/language arts and math Strategy's Expected Result/Impact: Lesson plans, Amira. HMH personalized pathway, WAGGLE, MAP testing Staff Responsible for Monitoring: Principals, Computer teacher, classroom teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 224 Special Education, - 483 Local Grant Funds, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 263 Title III, BIL/ESL		Formative			Summative
		Nov	Jan	Mar	May
Strategy 9 Details		Reviews			
Strategy 9: Provide a summer accelerated instructional program for identified elementary students. Strategy's Expected Result/Impact: Attendance records, Amira, HMH personalized pathway, WAGGLE, MAP testing, Common Assessment Data and Benchmarks Staff Responsible for Monitoring: Principals, classroom/summer school teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Establish SMART goals to increase the rigor and drive for students (goals set for students and teachers). Strategy's Expected Result/Impact: Lesson plans, data wall, MAP data, SMART goals, PLC Staff Responsible for Monitoring: All Staff Members Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 2: Enhance students' technology skills and abilities.

Evaluation Data Sources: Students will show an increase in technology skills and abilities.

Strategy 1 Details	Reviews			
Strategy 1: Review the state TEKS for technology skills by grade level. Staff Responsible for Monitoring: Principal, Classroom teachers, Special Education Teacher, Interventionists, Computer Teacher, STEAM teacher. - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide time for elementary students to master and apply technology skills to learning assignments, Strategy's Expected Result/Impact: Schedules, lesson plans Staff Responsible for Monitoring: Principals, classroom teachers, special education teacher, computer teacher, STEAM teacher. Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Evaluate students' abilities to use technology at the end of the school year. Strategy's Expected Result/Impact: End of year assessment to determine if skills have been mastered. Staff Responsible for Monitoring: Principals, classroom teachers, special education teacher, computer teacher, STEAM teacher. - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Engage learners through the use of technological tools to access, create, and share content as well as collaborate with other learners throughout the world (Schoology, Internet Access, Google). Strategy's Expected Result/Impact: Lesson plans, student work, Online programs Staff Responsible for Monitoring: Principals, classroom teachers, special education teacher, computer teacher, STEAM teacher. - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 211 Title I, - 224 Special Education, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide mobile technology to students and teachers to access, share, create, collaborate, and accelerate skills and knowledge. Strategy's Expected Result/Impact: Student products and improved student performance scores. Staff Responsible for Monitoring: Director of technology, principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 211 Title I, - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 3: Improve Services for English Language Learners including Bilingual and English as Second Language Students.

Evaluation Data Sources: Students will show an increase in their Amira assessments, MAP scores, Oral Language Proficiency Test and TELPAS testing.

Strategy 1 Details	Reviews			
Strategy 1: Provide materials to meet the needs of the students in bilingual program. Strategy's Expected Result/Impact: Materials purchased Staff Responsible for Monitoring: Director of Special Programs, Bilingual facilitator, Principals, Curriculum Coordinators, Textbook coordinator, Bilingual Intervention Teacher. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 263 Title III, BIL/ESL, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to encourage teachers to obtain ESL certification. Strategy's Expected Result/Impact: More ESL certified personnel Staff Responsible for Monitoring: Director of Special Programs, Bilingual facilitator, Principals, HR Director - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide notification in English and Spanish for Pre-K notification and Parents' Right to Know (home language survey). Strategy's Expected Result/Impact: Completed translated documents. Staff Responsible for Monitoring: Director of Special Programs, Bilingual facilitator, Principals, Curriculum Coordinators, Bilingual parent facilitator. Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide enrichment learning experiences for all bilingual/ESL students. Strategy's Expected Result/Impact: Certificates of completion, common assessment, benchmark results, MAP scores, CLI, TPRI Staff Responsible for Monitoring: Bilingual teachers, Director of Special Programs, Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 263 Title III, BIL/ESL, - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Implement an intervention teacher to help at-risk bilingual students, as well as help teachers plan instructional strategies to meet their needs. Strategy's Expected Result/Impact: MAP scores, STAAR scores, TPRI, CLI, Amira, and TELPAS scores. Staff Responsible for Monitoring: Director of Special Programs, Bilingual facilitator, Principals, Bilingual Intervention Teacher, bilingual teacher. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Train teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOOP). Strategy's Expected Result/Impact: Completion of ELPS and SIOP Staff Responsible for Monitoring: Director of Special Programs, principals, counselor Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide extended day or extended year multi-disciplinary learning experiences for English Language Learners. Strategy's Expected Result/Impact: Participation records and documentation of activities Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Principal Funding Sources: - 263 Title III, BIL/ESL, - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 4: The percentage of 3rd grade students who meet or master grade level in reading will increase from 53% to 73% by May 2026

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the reading performance level and progress of each student in Kinder through 2nd grade using district approved standardized instrument (MAP testing). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: Assessment results show student growth Staff Responsible for Monitoring: Principals, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Assess and monitor the reading performance level and progress of each student in 3rd and 4th grade using a district approved standardized instrument (MAP testing). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: Assessment results show student growth Staff Responsible for Monitoring: Principals, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 5: The percent of 4th grade students that score meets grade level or above on Reading STAAR will increase from 58% to 78% by May 2025.

Evaluation Data Sources: STTAR results

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the reading performance level and progress of each student in Kinder through 3rd grade using district approved standardized instrument (MAP testing). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: Student growth on assessments Staff Responsible for Monitoring: Principals and teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Assess and monitor the reading performance level and progress of each student in 4th grade using district approved standardized instrument (MAP testing). Data is analyzed a minimum of three times per year by teachers, principals, and curriculum personnel. Strategy's Expected Result/Impact: Student growth on assessment results Staff Responsible for Monitoring: Principals, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage respect for one another

Evaluation Data Sources: Teacher and staff recognition of acts of kindness and compassion

Strategy 1 Details	Reviews			
Strategy 1: Continue Positive Behavior Intervention and Support Systems Strategy's Expected Result/Impact: Documented activities during the school year, Office referral data, weekly assemblies, quaver lessons Staff Responsible for Monitoring: All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: PBIS lesson plans Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement District RTI Behavior procedures Strategy's Expected Result/Impact: Behavior RTI process, team minutes, and documented interventions, universal screener data Staff Responsible for Monitoring: principals, behavior RTI team, classroom teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Conduct weekly assemblies and recognize students of the week and academic and behavioral accomplishments. Strategy's Expected Result/Impact: Teacher referrals Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide training for teachers in behavioral strategies and data collection. Strategy's Expected Result/Impact: Office referral data Staff Responsible for Monitoring: principals, counselor, behavior specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Improve Student Attendance

Evaluation Data Sources: Overall student attendance will increase to 95% or better.

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Employment records and program evaluations Staff Responsible for Monitoring: Principals, nurse, counselor Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Monitoring of attendance Strategy's Expected Result/Impact: Student attendance records, truancy letters, list of students/parents referred to justice court. Staff Responsible for Monitoring: principals, classroom teachers, special education teacher, attendance clerk, secretaries, nurse Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Hold tribunal meetings as needed Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Attendance clerk, principals, tribunal officer Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Utilize Telehealth services at school Strategy's Expected Result/Impact: Students will receive Telehealth medical care at school Staff Responsible for Monitoring: Nurse	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Reduce the number of student disciplinary offenses.

Evaluation Data Sources: Disciplinary referrals will decline from 2024-25 school year by 5%

Strategy 1 Details	Reviews			
Strategy 1: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Strategy's Expected Result/Impact: Sign letters, classroom discipline plans Staff Responsible for Monitoring: All staff Funding Sources: - 461 Campus Activity Funds, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehaviors. Strategy's Expected Result/Impact: PBIS, Behavior Intervention Plans Staff Responsible for Monitoring: Principals ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Address the increase in district bus referrals Strategy's Expected Result/Impact: PBIS, decrease in the number of bus referrals, bus monitors. Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Counselor will conduct small group sessions based on behavior screeners conducted. Strategy's Expected Result/Impact: Counselor will hold weekly small group sessions with students based on their personal needs. Staff Responsible for Monitoring: Counselor Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Sources: RAPTOR data

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan Strategy's Expected Result/Impact: Campus Emergency Plan, RAPTOR Staff Responsible for Monitoring: All staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Guidance lessons Staff Responsible for Monitoring: Principals, counselor Funding Sources: - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Educated and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. Strategy's Expected Result/Impact: Guidance lessons, technology lesson plans Staff Responsible for Monitoring: Principals, counselor, classroom teachers, computer teacher Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Utilized the security doors throughout the school day and require visitors to wear badges on campus. Strategy's Expected Result/Impact: Visitor log, locked exterior doors, two drop off locations, RAPTOR system. Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Routinely practice the procedures for all safety drills and document in the RAPTOR system. Strategy's Expected Result/Impact: Documented drills, PBIS lesson plans, RAPTOR system Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Educate staff, parents, and students on bullying prevention, policies, and procedures. Strategy's Expected Result/Impact: Guidance lesson, copies of fliers and information shared with parents Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Insure that students and staff are free from sexual abuse and other maltreatment. Strategy's Expected Result/Impact: Board Policy, staff development records Staff Responsible for Monitoring: Campus principals and staff members Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Require that all parents/ guardians have pick-up cards during dismissal times. Strategy's Expected Result/Impact: All students dismissed in a safe and orderly fashion. Staff Responsible for Monitoring: All staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Continue with PBIS Mayes Motto in Common Area Strategy's Expected Result/Impact: Discipline referral, PBIS data, weekly assembly Staff Responsible for Monitoring: PBIS team, principals, counselor, teachers Funding Sources: - 483 Local Grant Funds	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Classroom guidance lessons Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Counselor, teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Maintain an effective discipline management plan that is communicated to students, staff, and parents Strategy's Expected Result/Impact: Student handbook, classroom management plans Staff Responsible for Monitoring: campus principals, all staff members Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
Strategy 12: Full time SRO will be available on our campus. Strategy's Expected Result/Impact: Full time SRO present on campus at all times. Staff Responsible for Monitoring: SRO	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication

Evaluation Data Sources: Newsletters, parent-teacher conference sign ins, meet the teacher sign in.

Strategy 1 Details	Reviews			
Strategy 1: Parent letter will be sent for students identified as At- Risk in reading and math. Strategy's Expected Result/Impact: Copes of letters, SST Minutes Staff Responsible for Monitoring: Principals, classroom teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Parent notification will be sent for students being placed in TIER II or TIER III for remediation Strategy's Expected Result/Impact: Copies of letters, SST meeting minutes. Staff Responsible for Monitoring: Principals, classroom teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Improve Parent Communication Strategy's Expected Result/Impact: Letters, meeting minutes, meeting attendance records, online parent viewer, correspondence, records of home visits and/or phone contacts, student handbook, newsletters, Parent Square messages, parent events throughout the year sign in sheets Staff Responsible for Monitoring: principals, classroom teachers, all staff Funding Sources: - 199 Regular Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Continue to implement the reporting system that is based on educational research for grades Kinder-2nd, moving from average number grading system to a reporting of mastery by objectifies for each student. Strategy's Expected Result/Impact: Reporting system Staff Responsible for Monitoring: classroom teachers, principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Conduct activities that provide the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school. Strategy's Expected Result/Impact: Meeting minutes, record of attendance Staff Responsible for Monitoring: classroom teachers, principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Encourage Parent Involvement

Evaluation Data Sources: Call log, newsletter, sign in sheets from events, Parent Square logs, RAPTOR logs

Strategy 1 Details	Reviews			
Strategy 1: Implement class Parent Square for parent communication. Strategy's Expected Result/Impact: 100% parent participation on class Parent Square. Staff Responsible for Monitoring: All Staff members ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Employ a full time parent involvement coordinator. Strategy's Expected Result/Impact: Agendas and attendance records, call logs Staff Responsible for Monitoring: Principals, Director of Special Programs, Parent Involvement Coordinator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Use Parent Square and facebook, as well as weekly messages/newsletters as a way to notify parents of school events and happenings. Strategy's Expected Result/Impact: Parent Square, Facebook, newsletters Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue the automated calling system in emergency situations. Strategy's Expected Result/Impact: Call logs Staff Responsible for Monitoring: Principals Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Provide access to student's grades online with the Grade Book Parent Viewer. Strategy's Expected Result/Impact: Online Grade Book Staff Responsible for Monitoring: Principals, School Secretary, Parent Involvement Coordinator. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Mayes Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2.343

Brief Description of SCE Services and/or Programs

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Personnel for Mayes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Burk	Teacher	0.14
Angela Garner	Teacher	0.14
Brandi Stogsdill	Teacher	0.143
Cynthia Alvarez	Teacher	0.143
Ellie Harrison	Teacher	0.143
Hannah Bilderback	Teacher	0.143
Jana Wood	Teacher	0.143
Karly Farmer	Teacher	0.143
Kristin Brigman	Teacher	0.143
Laciebeth Lowing	Teacher	0.1
Laura Allison	Teacher	0.15
Megan Dickson	Teacher	0.143
Neelie Parker	Teacher	0.143
Rebecca Johnson	Teacher	0.14
Sabine McGinnis	Teacher	0.143
Sergio Amezcua	Teacher	0.1
Sunny Mackey	Teacher	0.143

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Craig	Parent Involvement Coordinator	Title I	1
Bernadette Pacheco	Computer Lab Instructional Assistant	Title I	1
Kim Anderson	Reading Interventionist	Title I	1
Veronica Jones	Instructional Assistant	Title I	1
Yencys Rodriguez	Reading Interventionist	Title I	1

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
Sub-Total					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	3	7			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	3	7			\$0.00
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	7			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
Sub-Total					\$2,000.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	8			\$0.00
1	2	4			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00

263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	4			\$0.00
1	3	7			\$0.00
Sub-Total					\$0.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	4			\$0.00
2	3	1			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
3	1	9			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025