

Poteet Independent School District



Poteet Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Poteet Elementary believes education is a shared responsibility of students, school, home, and community where meaningful relationships have profound lifelong learning and unlimited impact.

Vision

Poteet Elementary will cultivate a community that will be kinder than necessary, work harder than expected, and never stop trying.

Value Statement

Be Kind, Work Hard, and Never Stop Trying!

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Comprehensive Needs Assessment

Demographics

Summary

Summary

- Total Number of Students: 511
- Total Number of Students Identified as At-Risk: 331 (64.78%)
- Total Number of Students Identified as Economically Disadvantaged: 330 (64.58%)
- Hispanic: 452 (88.45%)
- White: 56 (10.96%)
- Black - African American: 2 (0.39%)
- American Indian: 0
- Asian: 0
- Two or more races: 1 (0.20%)
- Migrant: 1 (0.20%)
- LEP: 39 (7.63%)
- Gifted and Talented: 8 (1.57%)
- Special Education: 51 (9.98%)
- Dyslexia: 27 (5.28%)
- Homeless: Shelter: 1 (0.20%) Doubled Up: 1 (0.20%) Unsheltered: 4 (0.78%)

Poteet Elementary acknowledges that a high percentage of our students come from disadvantaged home environments where certain factors may prevent them from being ready to start school. Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. So the challenge becomes the facilitation of targeted professional development for all staff to meet the individual needs of our students.

Strengths

- Student academic performance for EB students has improved based on TELPAS scores.
- Strong administrative support for teachers, students and families
- Communication between teacher/parent, campus/parent, administration/staff, and administration/parents
- Family nights are hosted by content area to help academic growth for students and create a community of learners
- The RTI and instructional interventions are expanding to better meet the needs of our struggling learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Increased interventions needed to address growing number of economically disadvantaged students.	The percentage of economically disadvantaged students on campus 72%
2	Increase number of teachers ESL certified to strengthen the learning and vocabulary gap.	Students come to school with lack of exposure or opportunities for a vocabulary rich environment.

★ = Priority

Student Achievement

Summary

Campus efforts made by each of our teachers in regards to differentiated teaching practices and a continued focus on the TEKS are priorities this year. The use of pacing guides and access to the TCMPC are intended to assist both teachers and students towards a higher level of academic progress. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates in both math and reading.

Campus Administration, consultants and our campus instructional specialist will work with our teachers through professional development, observations and modeling to ensure consistent implementation. Math and Reading interventions will target identified weaknesses in order to help increase student performance in those who demonstrate below-level skills in reading and math. It is important that we build a strong foundation in PK-1st and take the content to a deeper level in 2-3. We are focused on and will continue to build a vertically aligned campus through expectations and rigorous content.

Strengths

- RLA and Math instruction implemented with fidelity using Bluebonnet Learning for solid foundation and continued growth
- MAP testing and mClass used to assess students at the BOY, MOY, and EOY
- Continued implementation of our RTI system to provide necessary steps for interventions
- TEKS based, curriculum aligned computer programs used daily with students.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Maximum planning, instruction, and learning time for teachers and students through purposeful and meaningful PLC meetings	Instructional decisions were not focused around targeted data talks and disaggregation.
2	Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs	Instructional decisions were not focused around targeted data talks and disaggregation.

★ = Priority

School Culture and Climate

Summary

Poteet Elementary strives to provides a warm and welcoming environment for all staff, parents, and the community. We have high expectations for our students - both academically, behaviorally, and socially. Our staff and students are able to feel safe and supported in the school environment through various safety drills. Parents and community members are welcomed and encouraged to participate in the educational process through things such as Reading with Heroes, Grandparents day reading, PTO, campus and district committees, along with participation in after school activities. Poteet Elementary vision statement is "Be Kind, Work Hard, and Never Stop Trying". This is part of our daily announcements and we have a very positive and supportive atmosphere that strives to make the best learning environment for each and every student. Teacher input is valued and incorporated into the campus needs. Staff participates in extracurricular activities and family nights hosted by the campus.

Strengths

- Strong community and parent support
- Safe and orderly campus
- Minimal disciplinary referrals
- Offering a variety of activities for our students to participate in throughout the school year
- Counseling sessions weekly to promote Kimochis
- Well maintained and clean campus buildings

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Increasing parental involvement in academics	Barriers exist that keep parents from being involved such as time and flexibility for parents to attend along with an increase in our student homeless (doubled up) percentage
2	Developing academic support for parents so they are able to assist their students in regards to academics	Parents unfamiliar with instructional practices and content. Lack of parental resources and campus provided materials for parents to use and access.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

All teachers at Poteet Elementary are considered highly qualified by holding a certified teaching certificate in their teaching levels or be enrolled in an alternative teaching program. A background check and fingerprinting is required of all employees. The teachers are evaluated under an evaluation and support system, Texas Teacher Evaluation and Support System (T-TESS). Administrators provide feedback from routine walk-throughs and observations to teachers. T-TESS focuses on teachers developing habits of continuous improvement through professional development, dialogue and collaboration. Teachers meet with their evaluator at the beginning of the year to outline goals during a preconference, undergo an observation during the year followed by a post-conference, and an end of year summative conference is held to discuss the year and future goals.

Instructional specialists observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed. Poteet Elementary participated in the Reading Academies for all staff K-2

We currently have a 71.05% retention rate for the Elementary campus. The staff feels supported and that their voices are valued by campus administration. Teachers collaborate regularly with administration during team collaboration meetings where data and important campus based information is discussed and shared.

Strengths

- Teachers feel supported by campus administration
- Positive and welcoming campus environment
- Administrative support for teachers who seek specialized staff development and feedback through team collaboration meetings
- Recruit and retain highly qualified and effective staff
- Teacher appraisers and campus leadership set goals and focus on continuous cycles of improvement
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Support from new curriculum professional development structured around effective instructional strategies, methods and effective implementation.	Consistency with horizontal and vertical alignment needs to be maintained from year to year and inclusive of new staff
2 Mentor program continued for new staff members to succeed and feel welcomed to the district and the education profession.	A campus based mentor program has been established, we need to maintain with consistency
3 Training for all staff in Special Education strategies and program implementation.	Staff often does not have the necessary background in Special Education to implement strategies and programs.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Poteet Elementary administration is responsible for ensuring fidelity in the implementation of Bluebonnet Learning RLA, Bluebonnet Learning Math and Discovery Education (Science) for the foundation and enrichment curriculum. TCMPC will also be used and provides tools that allow teachers to view vertical alignment, pacing guides, sample questioning, and an assessment bank in order to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. Unit assessments and progress monitoring is used to check student mastery. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. Teachers will utilize DMAC to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding.

Pre-kindergarten for 3 year olds will implement Fueling Brains curriculum and program. Pre-Kindergarten for 4 year old will implement Fueling Brains program aligned with Creative Curriculum. Kindergarten will implement Fueling Brains program aligned activities with Bluebonnet Learning curriculum.

Strengths

- Utilize and share successful intervention strategies and programs across grade levels/ subject areas
- Adequate teaching supplies and materials
- Instructional Specialist who coach, model, observe, and provide feedback on instructional delivery and resources
- Bluebonnet Learning RLA curriculum, intervention and mClass assessment will be used K-2
- Bluebonnet Learning Math to help vertically align grade level instruction with high quality instructional materials
- Discovery Education implemented for Science to help vertically align grade level instructional with high quality instructional materials
- TCMPC to assist core teachers with pacing, vertical alignment, sequencing, and rigorous assessments
- NWEA MAP assessment implementation to help make data informed decisions for instruction
- Creative Curriculum implementation in all PK4 classrooms with aligned activities from Fueling Brains
- Fueling Brains assessment is used within PK3, PK4 and Kindergarten

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Implementation of a complete curriculum for all classrooms K-2.	Tier 1 instruction and resources lacked consistency to help address learning and rigor within all classrooms K-2nd grade
2 Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups	Lack of consistent and data-driven PLC meetings being held all throughout the year and past years

★ = Priority

Family and Community Engagement

Summary

Poteet Elementary is committed to a full partnership with parents and community members through providing activities and events for parent and community participation. Families and community members can be involved in meaningful activities that support students' learning and campus needs. These include content specific family nights, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, award ceremonies, and UIL academic events (2nd grade). These activities also include meetings offered during teacher conference time or after school hours to provide parent/student learning activities and information for all content areas.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, and the Parent-Teacher Organization. Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Instagram, and the various Teacher/Parent app (Remind, Class Dojo). The district and campus website is updated with current news and informational items that all interested parties can access.

Strengths

- Reading with Heroes
- Content specific family nights
- Field Days
- EOY Awards for all grade levels
- GT and Science Fair
- Texas Reads One Book
- Positive feedback from parents
- Facebook and Instagram post showcasing daily campus activities

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement		Root Cause
1	Increased attendance and feedback at strategic planning meetings	Lack of parent input and involvement in specific meetings held on campus for campus planning

★ = Priority

School Organization

Summary

Poteet Elementary strives to create a positive academic and well organized school system within the community. Administration, faculty, and staff are all friendly, qualified, and hold high expectations to ensure students are successful in preparing a solid foundation for their educational career. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment of high expectations, staff strives to utilize time spent in the schools serving the academic and social emotional needs of our students.

Strengths

- Positive climate and culture exhibited through all educational stakeholders
- High expectations of administration, faculty, staff, and students;
- Positive community/parental image

Problem Statements Identifying School Organization Needs

Problem Statement		Root Cause
1	Continue to develop consistency in instruction with focus on opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every level	Past inconsistencies have created learning gaps that we are still continuing to address
2	Increased community and parental awareness and involvement	Lack of parental involvement during specific and structured campus meetings

 = Priority

Technology

Summary

Poteet Elementary has worked diligently to improve available technology resources for staff and students. Our students have access to several forms of technology which provides great opportunity for growth. We are always looking for ways to expand student exposure to technology and computer based programs.

Strengths

- Chromebooks and locker in every classroom PK-2nd
- PK - 2nd classrooms have access to mobile Chromebook and iPad carts
- Keyboarding paraprofessional available for specials rotation
- Direct connection to the Internet and wireless connection to the Internet
- Campus-wide Wi-Fi access points
- Campus website and intranet in place providing district information and instructional services
- Written procedures in place on acceptable use of the Internet and network management
- Firewalls in place to help protect student access to unauthorized websites
- Teachers have access to a dedicated computer
- All classrooms have Smart TV
- Employee email accounts and network storage space
- A technology director and IT Staff available for assistance
- Teachers are expected to integrate relevant technology material into their lessons

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 Staff technology training for more effective utilization and integration of technology during instruction and assessments	Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students
2 Replacement/recycle plan for outdated equipment	With each year, our technology need grows and our equipment needs to be replaced or updated due to device capabilities or compatibility to software licenses purchased

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Increased interventions needed to address growing number of economically disadvantaged students.

The percentage of economically disadvantaged students on campus 72%

★ = Priority



Goals

Goal 1

Poteet Elementary will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1

Curriculum/Instructional Resources: Poteet Elementary will implement high quality curriculum instructional materials and resources in the classroom to support student achievement.

Strategy 1

Use Heggerty phonemic awareness curriculum. It contains 35 weeks of daily phonemic awareness lessons to give PK, K, 1st and 2nd grade students the tools to succeed.

Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin

Funding Sources: 211 Title I Part A Funds, \$697.76

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

Purchase classroom resources to use with Dyslexia students: magnetic letters, whisper phones, dry erase boards, interactive software, decodable readers and other resources as needed. Resources will be purchased to use with Take Flight/Reading by Design curriculum: online curriculum, books, cookie sheets, mail sorter, folders, binders, reading/spelling decks, phonic/language cards and reading comprehension books. Purchase post-it flags, post-it notes, and magnetic square tabs will offer a multi-sensory and visual approach to active reading and text analysis. Purchase Dyslexia guides, which recommends evidence-based intervention programs as well as online resources. A valuable resource for all teachers committed to addressing the needs of students with dyslexia in their classrooms Printer ink will also be purchased to print confidential student information for meetings. Purchase Dyslexia testing materials as needed. Purchase Lumio Smart Software for use within the Dyslexia classroom to help deliver content into interactive, engaging lessons for students on any device.

Strategy's Expected Result/Impact: Teacher will have needed resources to target students individual needs. Students will demonstrate success within the take flight program

Staff Responsible for Monitoring: Dyslexia teacher, Campus Admin, District dyslexia compliance staff

Funding Sources: 199 SpEd Allotment, \$3,000, 199 Dyslexic Allotment, \$3,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

Purchase and implement Teach Town and Lesson Pix and for special education classrooms (PPCD, Life Skills and Resource classroom). This will allow SPED teachers to meet the wide array of learning and behavioral needs in their classroom with a strategic blend of hands-on, teacher-led instruction and technology-facilitated lessons. Every single unit and lesson segment in enCORE is structured to flow through a gradual release of responsibility, guiding students from exposure to mastery.

Strategy's Expected Result/Impact: Teacher will have needed resources to target students individual needs through gradual release of responsibility, guiding students from exposure to mastery.

Staff Responsible for Monitoring: Special Education teachers

Funding Sources: 199 SpEd Allotment, \$9,282

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 4

We will provide PK3-2nd gr classroom resources, hands on materials and containers to store materials in, to ensure teachers and staff have needed materials for instructional purposes. These classroom resources will be used in activities for retell of books read, STEM activities to tie in a hands-on approach which will in turn help build a foundation of reading, math, social studies, and science skills (experiments) within the classroom instructional activities. Purchase classroom rugs, curriculum resources such as fine point markers (student use), pocket chart (student use), and baskets to store hands on learning resources for classrooms. These items are required as part of the classroom curriculum and environment. Containers will also be used for sorting items into similar categories based on mathematical concepts. Students will practice fine motor skills to allow the opportunity to practice mapping visual representations to emerging

literacy and mathematical skills.

Strategy's Expected Result/Impact: Teachers and students have needed materials for instructional purposes to allow students to grasp concepts.

Staff Responsible for Monitoring: Classroom teachers

Funding Sources: 211 Title I Part A Funds, \$10,000, 199 Early Education Allotment, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

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Strategy 5

We will provide Accelerated Enrichment Activities to support GT students with Texas Performance Standards Projects for both supplies and after school enrichment programs. Students will be able to incorporate technology to help with reporting projects and learning experiences. Students will be responsible for managing materials and supplies such as poster board, construction paper, scissors, glue, etc. Organization of materials and supplies using bins and tubs will be student led and managed. GT Fair will be held for GT students to showcase high levels products with the use of Texas Performance Standards Project. Trophies and medals will be provided for participants Purchase tablecloths to provide a professional and organized display for student GT projects, such as volcanoes and other hands-on projects, at the GT Fair, enhancing the overall presentation and experience. Students will create and design their t-shirts for the GT fair and field trips. Healthy snacks will be provided. Purchase achievement tests to identify gifted and talented students.

Strategy's Expected Result/Impact: GT students will complete a standards project and have an opportunity to attend after school enrichment activities to enhance their learning.

Staff Responsible for Monitoring: Campus GT representative, Campus Administration

Funding Sources: 199 Gifted and Talented, \$4,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 6

Tutorials will be provided Monday -Thursday weekly by certified teacher for grades K, 1, and 2.

Strategy's Expected Result/Impact: Increase performance by students pulled for tutorials.

Staff Responsible for Monitoring: Principal

Funding Sources: 211 Title I Part A Funds, \$8,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 7

EL students will utilize Summit K12 which includes ELPS skills practice across all four language domains: reading, writing, speaking, and listening.

Strategy's Expected Result/Impact: 10% gain across all language domains on TELPAS

Staff Responsible for Monitoring: Dual Language Classroom Teachers, DL Paraprofessional, Campus Admin

Funding Sources: 263 Title III Part A LEP, \$1,100

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

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June

Strategy 8

Purchase Bluebonnet Math curriculum and professional development for K-2nd grade to set a new standard for rigor, coherence, and focus in the classroom so students gain a deeper understanding of the why behind the numbers, all while making math more enjoyable to learn and teach. Purchase Zearn as tool to highlight alignment between digital content and Bluebonnet curriculum to continue through summer school.

Strategy's Expected Result/Impact: Increase of Math TEKS represented in our campus data

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin

Funding Sources: 410 Instructional Materials Allotment, \$16,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

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Strategy 9

Purchase RLA Bluebonnet Learning curriculum and professional development for K-2nd grade to focus on state standards and the Science of Reading, in tight alignment with structured literacy concepts taught in the Texas Reading Academies. Bluebonnet Learning is focused on building strong foundational reading skills, as well as a full separate knowledge-focused lesson that builds background around key topics or themes while focusing on comprehension in grades K-2. Progress monitoring kit will also be purchased to monitor student learning. The materials are designed to strongly reinforce phonics and foundational literacy skills while also building background knowledge, covering the entirety of the ELAR and SLAR TEKS. Materials include big books for ELAR and SLAR.

Strategy's Expected Result/Impact: Increase of ELAR/SLAR TEKS represented in our campus data

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin

Funding Sources: 410 Instructional Materials Allotment, \$18,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 10

Implement Creative Curriculum for PK4 program curriculum. Creative curriculum includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. The social/emotional stage helps promote independence, self-confidence and self-control.

Strategy's Expected Result/Impact: When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' social/emotional, physical, cognitive and language development

Staff Responsible for Monitoring: PK4 teachers and Instructional Specialist

Funding Sources: 410 Instructional Materials Allotment,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 11

Purchase Discovery science curriculum, science material kits and professional development for K-2nd grade that drives active student engagement while optimizing teacher time with easy-to-use print, digital and kit resources to support planning. This is custom-built to the TEKS and ELPS in English and authentically translated Spanish includes ready-to go, phenomena-driven lessons that motivate students with hands-on activities, interactives and engaging content, technology tools for easy differentiation. The science material kits are build so students can investigate the marvels of science with each Hands-On Activity Kit from Discovery Education. The kits directly support the labs and activities embedded in every Unit of Science Techbook for Texas. Kits are organized and identifiable by Unit and Concept for easy implementation.

Strategy's Expected Result/Impact: Increase of Science TEKS represented in our campus data

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist, Campus Admin

Funding Sources: 410 Instructional Materials Allotment, \$43,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 12

We will provide PPCD/Life Skills/Special Education classroom resources, including hands on instructional materials and containers to store materials in, to ensure teachers and staff have needed materials for instructional purposes . These classroom resources will be used in activities to tie in a hands-on approach which will in turn help build a foundation of reading, math, social studies, and science skills within the instructional activities. These items are required as part of the classroom curriculum and environment. We will also provide genreal supplies for PPCD/Life Skills/Special Education classrooms. These supplies and materials will be used for the physical, personal hygiene and social emotional needs of the students.

Strategy's Expected Result/Impact: Teachers and students have needed materials for instructional purposes to allow students to grasp concepts.
Teachers will have supplies needed to ensure their personal, hygiene and social emotional needs are met.

Staff Responsible for Monitoring: Teachers

Funding Sources: 199 SpEd Allotment, \$3,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 13

Purchase Lone Star Learning's TEKSas Target Practice as a daily supplemental program for instruction. It uses a 10-day spiral review to cycle and cover the math TEKS in preparation for the STAAR test

Strategy's Expected Result/Impact: It will help reinforces math skills through retrieval, spaced, and interleaved practice, helping students master TEKS concepts by keeping them sharp and addressing concepts from prior grades.

Staff Responsible for Monitoring: Teacher, Campus Admin

Funding Sources: 211 Title I Part A Funds, \$300

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

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Strategy 14

Purchase Amira Learning Tutor to use with our duau language students. Amira Tutor is an AI-powered reading coach that listens to students read aloud, delivering just-in-time micro-interventions and high dosage practice with voice interactivity and adaptive feedback.

Strategy's Expected Result/Impact: Bilingual support and tutoring will be provided for students to target reading growth and success

Staff Responsible for Monitoring: Classroom teachers, Campus Admin, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$555

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 15

Purchase chicken incubator to provide a high-engagement, hands-on instructional model for our Science TEKS, specifically focusing on life cycles, inherited traits, and environmental interactions. This provides our students to move from abstract concepts to concrete, experiential learning.

Strategy's Expected Result/Impact: Students have the opportunity to increase their understanding from abstract concepts to concrete learning.

Staff Responsible for Monitoring: Classroom Teachers

Funding Sources: 211 Title I Part A Funds, \$200

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2

Poteet Elementary will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Strategy 1

We will use Houghton Mifflin, NWEA MAP, progress monitoring license to evaluate student academic standing and growth. Student data will be evaluated based on performance for BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Increase in student performance for identified areas of need.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teacher, Interventionist, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$11,763

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

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June

Strategy 2

Purchase Amplify intervention program to address the needs of the students evaluated through Amplify benchmark systems. This will provide ways to address the needs of student academic standing and growth. Student data will be evaluated based on performance for BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Increase in student performance for identified areas of need.

Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teacher, Interventionist, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$10,036.35

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 3

Students will be screened and tested as appropriate for dyslexia and related disorders. Screeners included but not limited are MindPlay, WRMT-III, GORT-5, CTOPP-2, and TWS-5.

Staff Responsible for Monitoring: Dyslexia Teacher, Campus Admin, District special program personnel

Funding Sources: 199 Dyslexic Allotment, \$2,000, 199 SpEd Allotment, \$2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Students who are referred for Gifted & Talented curriculum will be screened using a variety of assessments such as Cognitive Abilities Test (CoGAT), Iowa Test of Basic Skills (ITBS), parent and teacher survey instruments.

Strategy's Expected Result/Impact: Measurement Tool to determine gifted/talented

Staff Responsible for Monitoring: GT Coordinator
Campus Admin

Funding Sources: 199 Gifted and Talented, \$2,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

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Strategy 5

Utilize Aloe Software (On Data Suite) to disaggregate campus data by sub-populations with capability to compare campus assessments on a multiyear trend analysis and projection.

Strategy's Expected Result/Impact: Increased awareness of student performance and trends

Staff Responsible for Monitoring: Campus and District administration

Funding Sources: 199 State Compensatory Education (SCE), \$1,968

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 3

Staff will engage in professional learning that provides high quality opportunities for continued professional growth

Strategy 1

Principal, Assistant Principal and Instructional Specialist will participate in professional development opportunities throughout the year to help develop leadership skills and knowledge.

Professional development, Accountability, TEPSA, NWEA conferences/PD and others as identified based on campus need.

Strategy's Expected Result/Impact: Campus growth in multiple data sources and climate surveys

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$5,000, 199 Basic Educational Services, \$3,000

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

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Strategy 2

Counselor will attend the Elementary school counselor workshop that will focus on elementary student topics such as anxiety, emotional co-regulation and self-regulation, small group and classroom guidance ideas, self-care for professionals and students.

Strategy's Expected Result/Impact: Counselor will effectively be able to provide guidance and services to students.

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 Basic Educational Services, \$60

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 3

Dyslexia teacher will attend the dyslexia conference to aquire the latest information and legal changes that are most important to public dyslexia educators. Dyslexia teacher will attend Take Flight: A Comprehensive Intervention for Students with Dyslexia is a two-year Orton-Gillingham based curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children in Dallas. Dyslexia teacher will attend assessment training to screen students.

Strategy's Expected Result/Impact: Dyslexia teacher will be up to date with all research based best practice strategies and requirements for dyslexia instrtional practices and assessments.

Staff Responsible for Monitoring: Dyslexia teacher, Campus Admin, District dyselxia compliance staff

Funding Sources: 199 Dyslexic Allotment, \$1,000, 199 SpEd Allotment, \$1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 4

Teachers will attend/be trained in Reading Academies required by TEA to improve the foundations of reading and provide learning and growth of teachers based off the science of reading. All K-3 teachers, including special education, dyslexia and administrators are required to complete the HB3 Reading Academies and structured literacy practices developed around the science of teaching reading by 2023. This includes literacy specialist who see K-3 students in small groups and K-3 departmentalized teachers.

Strategy's Expected Result/Impact: Teachers will gain a wealth of knowledge to help with instructional practices for reading.

A Comprehensive Coach that will lead up to four personalized, job embedded coaching sessions per participant in their cohort. Additionally, they will rate artifacts and offer online content support through module discussions.

Staff Responsible for Monitoring: Campus Administration

Director of Curriculum

ESC 20 Comprehensive coach

Funding Sources: 199 SpEd Allotment, \$6,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 5

Teachers who successfully complete the ESL supplemental certification and add it to their certificate will be reimbursed the cost of adding it to their certificate.

Strategy's Expected Result/Impact: ELL strategies to help ELL students succeed

Staff Responsible for Monitoring: Administration

Funding Sources: 211 Title I Part A Funds, \$400

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 6

Provide curriculum training for Creative Curriculum for PK4 teachers.

Strategy's Expected Result/Impact: Teachers will implement curriculum to ensure content delivery to students is effective.

Staff Responsible for Monitoring: Campus Principal, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$1,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Considerable Progress

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Strategy 7

Our Dual Language teachers will participate in Bilingual Coaching and Professional Development. This will include classroom observations & coaching for SLAR Bluebonnet, TELPAS, and ELD training.

Strategy's Expected Result/Impact: Our teachers within the dual language classrooms will have the support and instructional strategies needed to help students be successful

Staff Responsible for Monitoring: Dual Language teachers, Instructional Specialist, Campus Admin

Funding Sources: 199 Bilingual Allotment, \$1,250

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 8

Campus GT Coordinator will attend PD to support the Texas State Plan for the Education of G/T students. The PD will support advocating, designing and providing an array of learning experiences for teachers and administrators of gifted and talented students in order to enable them to provide a nurturing environment in which these students with special abilities, unique needs and diverse backgrounds are recognized.

Strategy's Expected Result/Impact: GT Coordinator will be equipped with the knowledge and skills to ensure our campus and GT students are successful

Staff Responsible for Monitoring: GT Coordinator

Funding Sources: 199 Gifted and Talented, \$200

Formative Reviews

Some Progress

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Strategy 9

Training in Pre-LAS and LAS Links to administer identification assessments for Emergent Bilingual students, evaluating their language skills in both English and Spanish.

Strategy's Expected Result/Impact: Well-equipped to support Emergent Bilingual students in their language development.

Staff Responsible for Monitoring: LPAC coordinator
Campus Administration

Funding Sources: 199 State Compensatory Education (SCE), \$571

Formative Reviews

Some Progress

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Strategy 10

Special Education teachers will attend the Reading by Design training. Teachers will learn the fundamentals of dyslexia intervention through a review of Texas dyslexia laws and current research, as well as best practices in dyslexia instruction. They will delve into evidence-based components of instruction and explore the continuum for developing reading ability in students with dyslexia. Participants will learn to deliver daily intervention using Reading by Design, a multisensory, systematic, explicit, and intensive reading program designed for students with dyslexia.

Strategy's Expected Result/Impact: Students will receive evidence-based instruction that includes a multisensory, systematic, explicit, and intensive reading program to help them be successful in becoming readers.

Staff Responsible for Monitoring: Special Education teachers
Campus Administration

Funding Sources: 199 SpEd Allotment, \$900

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 11

Poteet Elementary will participate in Elevate20. It is a cooperative that includes both synchronous and asynchronous sessions for your educational staff. Sessions are focused on the four content areas, as well as technology, special programs, College Prep, school improvement, and Learning Off Site. Professional development sessions are offered for multiple grade bands and stakeholder groups.

Strategy's Expected Result/Impact: Teachers and Campus administrators will participate in PD that enhances instruction and elevate student success.

Staff Responsible for Monitoring: Teachers, Campus Administrators, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$2,204

Formative Reviews

Some Progress

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Strategy 12

Poteet Elementary will participate in the Strong Foundations Planning (SFP) framework. This opportunity provides direct grant funds for technical assistance to develop a strong instructional framework in literacy, based in the research-based instructional strategies (RBIS), to guide teaching and learning on the campus.

Strategy's Expected Result/Impact: A strong instructional framework for literacy will be developed based district-wide based on research based instructional strategies.

Staff Responsible for Monitoring: Campus Administration, SFP campus members, Instructional Specialist, Executive Director of C&I

Funding Sources: 429 Strong Foundation , \$22,040

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 13

Poteet Elementary will participate in the Special Education Cooperative to meet the professional learning demands of modern special education programs. Membership in this cooperative includes access for staff to all ESC 20 open enrollment special education professional development sessions offered via Connect 20. In addition to unlimited open enrollment sessions, we will be provided up to 3 individualized professional development follow-up implementation supports in a TEA identified high priority area.

Strategy's Expected Result/Impact: Teachers and Campus administrators will participate in SPED PD that enhances instruction and elevate the success of our SPED population.

Staff Responsible for Monitoring: SPED staff, Campus administration

Funding Sources: 199 SpEd Allotment, \$473

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 14

Campus Instructional Specialist will attend the Texas Teacher Evaluation and Support System (T-TESS) training to provide continuous, timely feedback to improve teaching practice and student outcomes.

Strategy's Expected Result/Impact: Attend the training to provide knowledge around TTESS rubric and evaluation to serve the campus teachers with coaching and feedback.

Staff Responsible for Monitoring: Instructional Specialist , Campus Administration

Funding Sources: 199 Basic Educational Services, \$500

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 15

Teachers will attend Co-Teach training that will cover the three most effective co-teaching models. During the session, teachers will have dedicated time to choose one of these models and begin planning their implementation .

Strategy's Expected Result/Impact: Co-teach SPED services will be implemented with efficiency

Staff Responsible for Monitoring: SPED Instructional Specialist and Campus Administration

Funding Sources: 199 SpEd Allotment, \$200

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Moderate Progress

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Performance Objective 4

We will provide opportunities to develop an atmosphere of professionalism as all students work towards being college ready, career ready and life ready.

Strategy 1

Implement Kuder for Elementary students to discover career planning suite of solutions that equips individuals of all ages with vital skills for their future through dynamic college and career readiness software.

Strategy's Expected Result/Impact: Students are exposed to different careers

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 CCMR, \$2,109

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Strategy 2

Students will be exposed to different careers through participating in the Campus College and Career Fair.

Strategy's Expected Result/Impact: Students will become familiar with a variety of college and career paths available to them.

Staff Responsible for Monitoring: Campus Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

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Strategy 3

Students will participate in Kids N Careers pictures to help expose them to career possibilities.

Strategy's Expected Result/Impact: Students will be exposed to a variety of career options by choosing a profession and dressing up in that uniform.

Staff Responsible for Monitoring: Campus Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 4

Students will participate in field trips throughout the year to help them experience real world learning opportunities, socio-emotional growth and access to environments that are not available within the school environments. The opportunities will be available for our general education , GT students and special education student populations.

Strategy's Expected Result/Impact: Real world learning opportunities, socio-emotional growth and access to environments that are not available within the school environments.

Staff Responsible for Monitoring: Classroom teachers

Funding Sources: 199 SpEd Allotment, \$95, 199 Basic Educational Services, \$500, 199 Gifted and Talented, \$200

Formative Reviews

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Performance Objective 5

The campus will integrate technology to enhance student engagement and academic success.

Strategy 1

Use instructional technology: Pebble Go, Discovery Education, Brain Pop (Eng and Span) and Brain Pop Jr., Zearn, Special Education instructional technology and Interactive Pics will be used daily in our LifeSkills, PPCD and special education classrooms.

Strategy's Expected Result/Impact: Program generated reports will show increased student achievement from one six weeks to the next.

Staff Responsible for Monitoring: Teachers, Special Education Teachers, Instructional Coach, Campus Administration

Funding Sources: 211 Title I Part A Funds, \$10,000, 410 Instructional Materials Allotment, \$3,700, 199 SpEd Allotment, \$1,062.72

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 2

Purchase of Chromebooks, Chromebook lockers, NewLine Smart TV, staff devices, Ipads, headphones, printers, dongles and technology protective gear. Campus staff and students will have access to technology in order to effectively access math and reading software and site license programs such as Amplify, Zearn and more. Staff will have devices in order to effectively meet the technology needs of the campus when evaluating data and completing necessary paperwork for special programs. Interactive TVs will be purchased and used to enhance all classrooms including, Special Education and GT lessons, projects to increase student's motivation and engagement.

Strategy's Expected Result/Impact: Students will access programs needed to help in identified areas of need.

Staff Responsible for Monitoring: Classroom teachers, GT staff, Special Education Teachers and Administration

Funding Sources: 199 Basic Educational Services, \$2,000, 199 Early Education Allotment, \$25,000, 199 SpEd Allotment, \$2,000, 211 Title I Part A Funds, \$4,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

The campus will purchase and use ClassLink. ClassLink makes the switch to remote learning less complicated by creating consistency in how students and staff engage with digital learning tools. Both teachers and administrators also have the ability to track engagement with resources.

Strategy's Expected Result/Impact: ClassLink for students to easily access online resources and teachers/administrators access to actionable analytics.

Staff Responsible for Monitoring: IT Staff, Campus Administrator, classroom teachers

Funding Sources: 211 Title I Part A Funds, \$2,499

Formative Reviews

Moderate Progress

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Strategy 4

Classroom printers are vital tools for teachers to use to create materials for lesson plans, educational materials, and more. Teachers/Special Ed personnel need to be able to print efficiently and reliably in order to create effective learning environments. The purchase and repair of printers, ink, toner, and printer drums is essential for maintaining the functionality of classroom printers for teachers and students, and should therefore be prioritized.

Strategy's Expected Result/Impact: Teachers able to access materials efficiently

Staff Responsible for Monitoring: Teachers

Funding Sources: 199 SpEd Allotment, \$2,650, 199 Basic Educational Services, \$108

Formative Reviews

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Strategy 5

Purchase LAMP Words for Life. This program is a therapeutic approach based on neurological and motor learning principles that uses a speech generating device to provide opportunities to learn language in engaging activities by using a consistent motor plan to say words and getting a natural response to that communication.

Strategy's Expected Result/Impact: Provide opportunities to learn language in engaging activities by using a consistent motor plan to say words and getting a natural response to that communication.

Staff Responsible for Monitoring: SpEd teachers

Funding Sources: 199 SpEd Allotment, \$299.99

Formative Reviews

Moderate Progress

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Strategy 6

Purchase Boost Reading program through Amplify. Boost is designed to authentically motivate young readers, giving every student dynamic content. Boost Reading is built for providing differentiated, enriching support with built in scaffolding through explicit instruction for students to keep learning moving. Boost Reading focuses comprehension processes, the things we do while we're reading that allow us to make sense of text. The program and content is for beginners, struggling readers, and English learners.

Strategy's Expected Result/Impact: Student increase in MAP and Amplify data. Students will continue to be exposed to RLA content through technology while in school and at home.

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$7,885

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Purchase NWEA Reading Fluency program for K-2. MAP Reading Fluency. Ensure accurate student placement alongside focused intervention with this comprehensive K-5 reading assessment and tutoring program. MAP Reading Fluency evaluates each student's reading proficiency and assigns them to individualized 1:1 tutoring sessions. While students engage in reading practice, the tutoring system attentively monitors and identifies oral reading mistakes, providing immediate micro-interventions that enhance essential foundational skills. Purchase USB headset for ipads and usb headsets for chromebooks for use with NWEA Reading Fluency program. Students need the headphones with built in microphones for effective assessment and progress monitoring of reading.

Strategy's Expected Result/Impact: Provide educators with comprehensive reports and actionable data to improve instructional decisions.

Staff Responsible for Monitoring: Teachers, Instructional Specialist, Campus Admin

Funding Sources: 211 Title I Part A Funds, \$11,314

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 8

Purchase TouchChat app for speech students. App provides easy-to-use, customizable communication tool that supports non-verbal or limited-verbal students in expressing themselves.

Strategy's Expected Result/Impact: Ability to communicate effectively, promoting independence and participation in classroom.

Staff Responsible for Monitoring: Speech therapist

Funding Sources: 199 SpEd Allotment, \$2,100

Formative Reviews

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Performance Objective 6

We will ensure at least 92% attendance rate.

Strategy 1

We will hold 6 weeks incentives for all students that have perfect attendance, no late arrivals or early check-outs for the 6 weeks.

Strategy's Expected Result/Impact: Students will have a goal for attendance and something to strive for.

Staff Responsible for Monitoring: Assistant Principals and attendance clerk

TEA Priorities: Improve low-performing schools

Formative Reviews

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Goal 2

Poteet Elementary parents and community members will be partners in education to foster a collaborative educational environment.

Performance Objective 1

Poteet Elementary will collaborate with families and community members to support the academic, physical, emotional and social well-being of each student.

Strategy 1

We will host math, reading, science family nights and EOY parent engagement to help build relationships with families and help support and foster student enrichment activities they can use to help their children be successful.

Strategy's Expected Result/Impact: Families will attend and participate to become collaborative members of child's education

Staff Responsible for Monitoring: Campus Admin, parent liaison

Funding Sources: 211 Title I Part A Funds, \$1,650

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

We will host parent meetings, grandparents event and parent events to provide an opportunity for students to engage in meaningful activities with families.

Strategy's Expected Result/Impact: Meaningful engagement with families and students

Staff Responsible for Monitoring: Campus admin and parent liaison

Funding Sources: 211 Title I Part A Funds, \$500

Formative Reviews

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Strategy 3

Take Along Literacy Packs provide emergent bilingual students with structured at-home reading and language practice that reinforces classroom learning. They also foster meaningful parental involvement by offering accessible, materials that help families support their child's literacy development.

Strategy's Expected Result/Impact: The expected result is improved reading fluency, vocabulary, and comprehension for emergent bilingual students. Additionally, increased parental involvement leads to stronger home-school connections and greater student confidence in using both their home language and English.

Staff Responsible for Monitoring: Dual Language teachers

Funding Sources: 263 Title III Part A LEP, \$715

Formative Reviews

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Performance Objective 2

Poteet Elementary will provide consistent, meaningful communication between home, school and community.

Strategy 1

We will participate in Texas Reads One Book. Our students will celebrate and explore a novel with their classmates. This essential strategy reinforces reading instruction, increases parental involvement, bridges the home-school connection, and builds a true community of readers.

Strategy's Expected Result/Impact: Overall, engaging in Texas Reads One Book and journaling about it not only enriches individual reading experiences but also promotes literacy, community engagement, and critical thinking skills across the state

Staff Responsible for Monitoring: Campus Admin and teachers

Funding Sources: 211 Title I Part A Funds, \$3,823

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 2

Purchase Smore's newsletters to help connect with families and engage our community with all campus information. Monthly newsletters will be published and shared via campus social media and website.

Strategy's Expected Result/Impact: Communication will be in place about campus events and activities as well as academic updates.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: 211 Title I Part A Funds, \$200

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Strategy 3

Purchase Pikmykid, a comprehensive platform that is a secure dismissal solution for the campus. It connects schools, teachers, and parents through online tools to make dismissals smoother, accounts for every student once the school day ends and minimizes confusion at the end of the day.

Strategy's Expected Result/Impact: Track students dismissals and aides in smoother dismissal process.

Staff Responsible for Monitoring: Classroom teachers, campus administration, attendance clerk.

Funding Sources: 289 Title IV, Part A, \$3,635

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3

Poteet Elementary will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 1

Poteet Elementary will create an environment that seeks and respects input from all individuals within our educational community.

Performance Objective 2

Poteet Elementary will provide and adaptive, efficient and innovative infrastructure to optimize all operational areas in a fiscally, responsible manner.

Strategy 1

Purchase Dual Language resources and materials to support development of Math and Reading skills in dual language classroom. Resources will support instructional content to build a foundation of both reading and math.

Strategy's Expected Result/Impact: Increase performance of dual language students and support vertical alignment from K-2. Students will have access to instructional resources that provide a strong foundation in math and reading.

Staff Responsible for Monitoring: Dual Language Teachers
Campus Administration

Funding Sources: 211 Title I Part A Funds, \$2,000, 199 Early Education Allotment, \$2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Purchase copy paper, card stock and laminating film for instructional resources to be printed/laminated for teacher and student use.

Strategy's Expected Result/Impact: Instructional materials will be prepped and increase learning time for students

Staff Responsible for Monitoring: Campus Secretary

Funding Sources: 199 Basic Educational Services, \$6,400

Formative Reviews

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Strategy 3

Participation in the Bilingual and ESL Cooperative through ESC 20. The Bilingual/ESL Cooperative provides technical assistance and professional development trainings in the area of Bilingual/ESL education to member LEAs in accordance with state and federal guidelines. ESC-20 WILL: Provide program assistance for Bilingual/ESL program development through: Planning and development for program effectiveness Technical assistance for Performance-Based Monitoring Technical assistance to assist with improving the performance of English Learners Discounted registration fee(s) to attend the ESC-20 annual Language Conference Discounted fee for Bilingual/ESL program evaluation and folder audits Provide region-wide staff development opportunities for Bilingual/ESL program teachers and administrators to include the following areas: Certification preparation trainings for the following certifications tests. ESL TExES, Bilingual Supplemental, Bilingual Target Language Proficiency Integration of sheltered instruction strategies and best practices for English Language Learners (ELLs) in the core content areas and special programs (i.e. GT, SPED, RTI, CTE) Guidance and support of curriculum implementation of Bilingual and ESL program models Training on various English Language Learners' assessment instruments

Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our ESL/Bi-lingual students

Staff Responsible for Monitoring: ESL/Bi-Lingual Teachers, Executive Director of Curriculum and Instruction, Campus Administration

Funding Sources: 199 Bilingual Allotment, \$908

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

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Strategy 4

Participation in the GT Cooperative through ESC 20. The Gifted/Talented Services Coop is one of the most efficient and effective ways to help your organization be in compliance with the Texas State Plan for Gifted/Talented Students. Participation in the Coop provides you with meaningful support in your Program Services and opportunities for your staff to take part in meaningful Professional Learning experiences that will support your vision for Service Design. ESC-20 WILL: Provide orientation, in-depth training and consultative support for program personnel in: Supporting the implementation of identification procedures. Developing an array of opportunities for gifted students. Developing differentiated curriculum including a continuum of advanced academic services. Developing and supporting Gifted/Talented Performance Standards.

Involving parents and community with Gifted/Talented and Advanced Academics education programs. Provide support in the evaluation of the Gifted/Talented and Advanced Academics education programs. Maintain a system of networking among ESC-20 districts for information dissemination and program support. Provide training for program personnel to meet the state requirements of professional learning to include: assistance in enhancing components of the State Plan for the Education of Gifted/Talented Students. Newly developed 6-hour update sessions each year Gifted/Talented clustering opportunities to maximize in-district days for summer professional development.

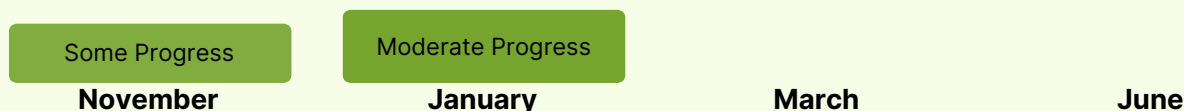
Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our GT students

Staff Responsible for Monitoring: GT Teacher/Coordinator, Campus Administration

Funding Sources: 199 Gifted and Talented, \$790

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 5

Purchase Eduphoria and DMAC: Appraisals, PlanWorks, State Assessment, TEKSscore, FormWorks, Learning Plans, Lead4Ward, Tag and Class Roster works to empower teachers. The web-based applications provided by DMAC exist to supply Texas educators with state-of-the-art tools and services necessary to develop and improve the quality of education provided to students. This allows for more time with students and less time planning, testing, grading and disaggregating data. Data disaggregation Generate, administer and report on TEKS-based local assessments online Student Achievement/Progress Monitoring Appraisals (T-TESS and T-PESS) Create curriculum maps Develop Campus Plans

Strategy's Expected Result/Impact: Campuses will have access to DMAC for T-Tess goals/appraisals, student assessments/data from student assessments, and PD portfolios

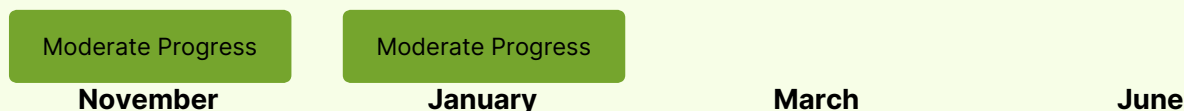
Staff Responsible for Monitoring: Classroom Teachers, Executive Director of C&I, Campus Administration

Funding Sources: 211 Title I Part A Funds, \$2,531

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 6

The campus will use the Plan 4 Learning platform for the following: The campus will develop a campus improvement plan, utilizing CIP/CNA software to address specific areas of concerns. The campus will utilize Title Crate software to collect, organize, and validate all Federal Programs documentation.

Strategy's Expected Result/Impact: Campus improvement in student achievement and meet district, state, and ESSA requirements

Staff Responsible for Monitoring: Executive Directors, Principals

Funding Sources: 211 Title I Part A Funds, \$1,750

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 7

Student data will be tracked based on performance at BOY, MOY, and EOY. Lead4Ward subscription will be used to help teachers and instructional specialist to dis-aggregated data.

Strategy's Expected Result/Impact: Student data analysis submitted by each teacher

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Interventionist, Classroom teachers

Funding Sources: 211 Title I Part A Funds, \$875

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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November	January	March	June

Strategy 8

Utilize Learning Alive Services through Region 20 Educational Resources Cooperative to include: living science materials, & digital resources for schools participating in TexQuest. Library Media Resources: Books, Periodicals, eBooks, Technology, Desktops, COWS, Nooks, Early Reading Kits

Strategy's Expected Result/Impact: Classroom usage will allow students to be exposed to real life and hands on experiences through the living science resources

Staff Responsible for Monitoring: Campus Teachers, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$2,256

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 9

Purchase the necessary supplies and materials for special education to effectively manage records, paperwork, and documentation throughout the year. Which will include paper, printer cartridges, file folders.

Strategy's Expected Result/Impact: Student information will be kept confidential and organized

Staff Responsible for Monitoring: Special Education teachers, case managers, Campus Admin

Funding Sources: 199 SpEd Allotment, \$1,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 3

Poteet Elementary will promote a safe school environment, consistent counseling programs, student wellness and provide character development opportunities.

Strategy 1

Staff will receive training in Active Shooter and Stop the Bleed. Poteet Elementary will conduct crisis drills regularly.

Strategy's Expected Result/Impact: All drills completed in the time that is expected (Monthly)

Staff Responsible for Monitoring: Campus Administration, SROs

Formative Reviews

Considerable Progress

Moderate Progress

Strategy 2

Provide goods and services for families that have been identified as meeting the McKinney Vento guidelines.

Strategy's Expected Result/Impact: Students will receive support needed to be successful.

Staff Responsible for Monitoring: Campus Counselor

Funding Sources: 211 Title I Part A Funds, \$1,250

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of academic, career, personal, and social development via TEA's 4 components for a model school counseling program: Guidance curriculum, Responsive services, Individual planning, System support.

Strategy's Expected Result/Impact: Elem. Counselor will acquire skills and knowledge needed to service students.

Staff Responsible for Monitoring: Campus Counselor

Funding Sources: 289 Title IV, Part A, \$630

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

The School Health and Safety Cooperative is designed to provide ongoing professional development and technical assistance for school nurses, health professionals, district law enforcement, school resource officers, and school administrators responsible for school safety. School Health and Safety Cooperative members will be allowed to send an unlimited number of school health and safety personnel to each of the workshops at a free or reduced cost.

Technical assistance for the evaluation of school safety plans and for the development and implementation of School Health Advisory. Councils is available for cooperative members at a reduced rate. ESC-20 will provide the following professional development on site: School Safety Summit Back to School Nurse Workshop Stop the Bleed Commercial Sexual Exploitation Identification Tool (CSE-IT) Alcohol and Drug Abuse Prevention Training Student Drug Trends Sex Trafficking Civilian Response to Active Shooter Events (CRASE) course Child Abuse and Neglect Internet Safety/Cyberbullying Risk Reduction Bullying Prevention Threat Assessment School Climate Assessment Trauma-Informed Care Suicide & Self Harm Mindfulness School Clinic Substitute Training CPR, AED, First-Aid UDCA and Diabetes Skills Training New School Nurse and Health Assistant Orientation

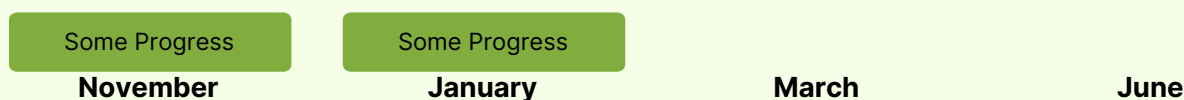
Strategy's Expected Result/Impact: Campus provided with up to date training and resources to ensure student safety and health needs are met

Staff Responsible for Monitoring: Campus/District Nurse, SROs, Director of Student Services, Campus Administration

Funding Sources: 289 Title IV, Part A, \$630

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 5

Resources will be purchased to homeless students to provide meaningful opportunities for students to reduce barriers. Resources, but not limited, to include backpacks, school supplies, hygiene kits, and winter jackets.

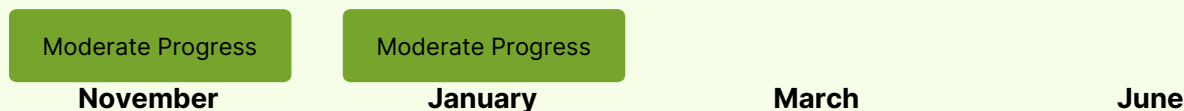
Strategy's Expected Result/Impact: Students are able to focus on academics when basic needs are met.

Staff Responsible for Monitoring: Campus Counselor

Funding Sources: 211 Title I Part A Funds, \$450

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 6

Purchase supplies and organizational materials for administration, counselor, office and team collaboration room.

Strategy's Expected Result/Impact: Organized and efficient

Staff Responsible for Monitoring: Counselor, Administration and office staff

Funding Sources: 199 Basic Educational Services, \$2,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 7

Purchase personal hygiene products for our life skills classrooms to ensure students learn the importance of proper hygiene practices.

Strategy's Expected Result/Impact: Students will successfully be able to use the products to ensure proper hygiene

Staff Responsible for Monitoring: Life Skills teachers and paraprofessionals

Funding Sources: 199 SpEd Allotment, \$300

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 8

Identified staff will attend the Non-violent Crisis Intervention Training. This Non-violent Crisis Intervention (NCI) Training presents strategies and techniques that provide participants with a non-harmful behavior management system. It includes safe interventions to use when disruptive behavior escalates, and is appropriate for educators and staff at all grade-levels within the educational community.

Strategy's Expected Result/Impact: Participants will learn warning signs and verbal diffusion techniques for dealing with the most difficult student behaviors.

Staff Responsible for Monitoring: Special Education director, Campus Administration, Teacher

Funding Sources: 199 SpEd Allotment, \$526.32, 199 Basic Educational Services, \$125

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 9

Students will participate in Red Ribbon Week activities and conversations as an opportunity to raise awareness to make drug free choices. We participate in the drug-abuse prevention campaign as a reminder that we are all empowered with a choice to say no and empower students around us through positivity, bravery, and strength to say no to drugs or alcohol.

Strategy's Expected Result/Impact: Our students will be aware of the dangers and make choices to say no

Staff Responsible for Monitoring: Counselor
Classroom Teachers

Funding Sources: 199 Basic Educational Services, \$200

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 10

The District's Certified Athletic trainer will administer CPR training to Special Ed/Lifeskill personnel to ensure student safety in an emergency lifesaving situation.

Strategy's Expected Result/Impact: Our personnel will learn the warning signs and immediate attention needed due to the lifesaving situation.

Funding Sources: 199 SpEd Allotment, \$240

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 11

Purchase essential mental health resources, general supplies, curriculum and professional development programs to implement a comprehensive counseling and mental health curriculum. This initiative aims to promote student safety by addressing their mental health needs and

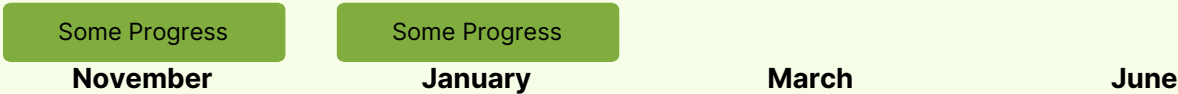
ensuring a supportive educational environment.

Strategy's Expected Result/Impact: Investing in mental health resources, supplies, curriculum and professional development is crucial to address the growing mental health challenges faced by students.

Staff Responsible for Monitoring: District counselor

Funding Sources: 289 Title IV, Part A, \$3,000

Formative Reviews



Strategy 12

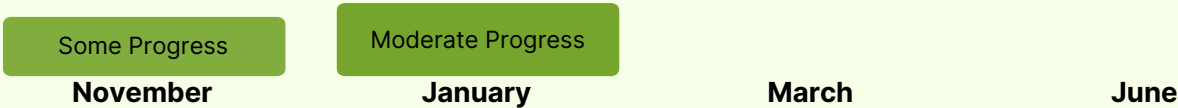
Identified staff will attend the Unlicensed Diabetic Care Assistant (UDCA) Training to assist in the care of students with Diabetes. The training includes the basics of Diabetes, and Diabetes Care in the school setting.

Strategy's Expected Result/Impact: Identified staff will be able to assist in the care of students with diabetes

Staff Responsible for Monitoring: identified classroom staff members

Funding Sources: 199 Basic Educational Services, \$50

Formative Reviews



Performance Objective 4

Provide staff with proper supplies and training to use during restraints for protection.

Strategy 1

Purchase proper restraint supplies for protection from injury.

Staff Responsible for Monitoring: SPED staff

Formative Reviews





State Compensatory Education

State Compensatory

Budget for Poteet Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

Personnel for Poteet Elementary School

Name	Position	FTE
Dyslexia	Teacher	1
Math	Interventionist	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Teacher	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Pre-Kindergarten	Paraprofessional	1
Reading	Interventionist	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Instructional Specialist	Instructional Specialist	Instructional Campus Support	1
Lead Teacher	Stipend	Dual Language	1



Funding Summary

Funding Summary

199 Basic Educational Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	\$3,000.00
1	3	2		--	\$60.00
1	3	14		--	\$500.00
1	4	4		--	\$500.00
1	5	2		--	\$2,000.00
1	5	4		--	\$108.00
3	2	2		--	\$6,400.00
3	3	6		--	\$2,000.00
3	3	8		--	\$125.00
3	3	9		--	\$200.00
3	3	12		--	\$50.00
Sub-Total					\$14,943.00
Budgeted Fund Source Amount					\$13,875.00
+/- Difference					-\$1,068.00

211 Title I Part A Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$697.76
1	1	4		--	\$10,000.00
1	1	6		--	\$8,000.00
1	1	13		--	\$300.00
1	1	14		--	\$555.00
1	1	15		--	\$200.00
1	2	1		--	\$11,763.00
1	2	2		--	\$10,036.35
1	3	1		--	\$5,000.00

1	3	5	--	\$400.00
1	3	6	--	\$1,500.00
1	3	11	--	\$2,204.00
1	5	1	--	\$10,000.00
1	5	2	--	\$4,000.00
1	5	3	--	\$2,499.00
1	5	6	--	\$7,885.00
1	5	7	--	\$11,314.00
2	1	1	--	\$1,650.00
2	1	2	--	\$500.00
2	2	1	--	\$3,823.00
2	2	2	--	\$200.00
3	2	1	--	\$2,000.00
3	2	5	--	\$2,531.00
3	2	6	--	\$1,750.00
3	2	7	--	\$875.00
3	2	8	--	\$2,256.00
3	3	2	--	\$1,250.00
3	3	5	--	\$450.00
Sub-Total				\$103,639.11
Budgeted Fund Source Amount				\$153,826.00
+/- Difference				\$50,186.89

199 Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7		--	\$1,250.00
3	2	3		--	\$908.00
Sub-Total					\$2,158.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$1,158.00

199 SpEd Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$3,000.00
1	1	3		--	\$9,282.00
1	1	12		--	\$3,000.00
1	2	3		--	\$2,000.00
1	3	3		--	\$1,000.00
1	3	4		--	\$6,000.00
1	3	10		--	\$900.00
1	3	13		--	\$473.00
1	3	15		--	\$200.00
1	4	4		--	\$95.00
1	5	1		--	\$1,062.72
1	5	2		--	\$2,000.00
1	5	4		--	\$2,650.00
1	5	5		--	\$299.99
1	5	8		--	\$2,100.00
3	2	9		--	\$1,000.00
3	3	7		--	\$300.00
3	3	8		--	\$526.32
3	3	10		--	\$240.00
Sub-Total					\$36,129.03
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					-\$34,629.03

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		--	\$1,968.00
1	3	9		--	\$571.00
Sub-Total					\$2,539.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$1,539.00

211 Title I 1003 School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$60,000.00
+/- Difference					\$60,000.00

255 Title II Part A-TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,600.00
+/- Difference					\$5,600.00

263 Title III Part A LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$1,100.00
2	1	3		--	\$715.00
Sub-Total					\$1,815.00
Budgeted Fund Source Amount					\$458.00
+/- Difference					-\$1,357.00

270 RLIS Title V Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00

289 Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		--	\$3,635.00
3	3	3		--	\$630.00
3	3	4		--	\$630.00
3	3	11		--	\$3,000.00
Sub-Total					\$7,895.00
Budgeted Fund Source Amount					\$375.00
+/- Difference					-\$7,520.00

410 Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	\$16,000.00
1	1	9		--	\$18,000.00
1	1	10		--	\$0.00
1	1	11		--	\$43,000.00
1	5	1		--	\$3,700.00
Sub-Total					\$80,700.00
Budgeted Fund Source Amount					\$41,132.00
+/- Difference					-\$39,568.00

199 Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$2,000.00
1	5	2		--	\$25,000.00
3	2	1		--	\$2,000.00
Sub-Total					\$29,000.00
Budgeted Fund Source Amount					\$98,021.00
+/- Difference					\$69,021.00

199 Dyslexic Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$3,000.00
1	2	3		--	\$2,000.00
1	3	3		--	\$1,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$1,000.00

199 CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		--	\$2,109.00
Sub-Total					\$2,109.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					-\$1,909.00

266 Elementary and Secondary School Emergency Reli

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00

199 PLTW Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$3,000.00
				+/- Difference	\$3,000.00

282 ESSER III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$10,000.00
				+/- Difference	\$10,000.00

199 Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	\$4,000.00
1	2	4		--	\$2,000.00
1	3	8		--	\$200.00
1	4	4		--	\$200.00
3	2	4		--	\$790.00
				Sub-Total	\$7,190.00
				Budgeted Fund Source Amount	\$2,000.00
				+/- Difference	-\$5,190.00

279 TCLAS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$18,000.00
				+/- Difference	\$18,000.00

429 Strong Foundation

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	12		--	\$22,040.00
Sub-Total					\$22,040.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					-\$21,440.00

ELEMENTARY STAFFING BUDGET ADDENDUM - 2021-2022 SCHOOL YEAR

- **Pre-Kindergarten Teacher - 5 Teachers - 50% Early Ed Allotment, 50% SCE Allotment**
- **Pre-Kindergarten Teacher's Aide - 5 Teacher's Aide - 50% Early Ed Allotment, 50% SCE Allotment**
- **Dual Language Teacher Salary - 4 Teachers - 50% Bilingual Allotment**
- **Dual Language Teacher Stipend - 4 Teachers - 63% Bilingual Allotment, 38% Title II Part A Allotment**
- **Dual Language Lead Teacher Stipend - 1 Teacher - 100% Title II Part A Allotment**
- **Dual Language Teacher's Aide - 50% Bilingual Allotment**
- **Special Education Teacher - 3 Teachers - 100% Special Education Allotment**
- **Special Education Teacher's Aide - 4 Teacher's Aide - 75% Special Education Allotment**
- **Dyslexia Teacher - 20% Dyslexia Allotment, 80% SCE Allotment**
- **Instructional Specialist - 100% Title 1 Allotment**
- **Reading Interventionist - 2nd and 3rd Grade - 100% ESSER Allotment**
- **Reading Interventionist - Kinder-1st grade - 100% SCE Allotment**
- **Math Interventionist - 100% SCE Allotment**