

Poteet Independent School District



Poteet Intermediate School

2025-2026 Campus Improvement Plan

Mission Statement

**The Poteet Intermediate community engages students,
encourages them persevere with grit,
and works as a team to equip life-long learners.**

Vision

**Poteet Intermediate will build a community that will
empower everyone to be their personal best!**

Value Statement

Be Kind, Work Hard, and Never Stop Trying!

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Achievement	8
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Engagement	16
School Organization	18
Technology	20
Data Documentation for CNA	22
Improvement Planning Data	23
Accountability Data	23
Student Data: Assessments	23
Student Data: Student Groups	24
Student Data: Behavior and Other Indicators	24
Employee Data	24
Parent/Community Data	25
Support Systems and Other Data	25
Goals	26
Goal 1 : Poteet Intermediate will ensure academic performance and achievement levels t...	27
Goal 2 : Poteet Intermediate parents and community members will be partners in educati...	47
Goal 3 : Poteet Intermediate will cultivate a secure, supportive and nurturing environmen...	50
Committees	59
Campus Leadership Team	60
Members	60
Funding Summary	61
199 Basic Educational Services	62
211 Title I Part A Funds	63
199 Bilingual Allotment	64
199 SpEd Allotment	64
199 State Compensatory Education (SCE)	64
206 TEHCY Grant	65
211 Title I 1003 School Improvement Grant	65
255 Title II Part A-TPTR	65
263 Title III Part A LEP	65

270 RLIS Title V Part B	65
289 Title IV, Part A	66
410 Instructional Materials Allotment	66
199 Early Education Allotment	66
199 Dyslexic Allotment	67
199 CCMR	67
429 Technology Grant	67
199 PLTW Grant	67
282 ESSER III	67
429 Texas COVID Learning Acceleration Supports (TC	68
199 Gifted and Talented	68
279 TCLAS	68
429 Strong Foundation	68



Comprehensive Needs Assessment

Demographics

Summary

Poteet Intermediate serviced approximately 388 students. The demographics of the campus are as follows:

At-Risk	198	52%
Hispanic	337	88%
White	39	10%
African American	0	0%
Pacific Islander	2	>1%
Two or More Races	3	>1%
Economically Disadvantaged	293	77%
Emergent Bilingual (EB)	52	14%
Gifted and Talented	26	7%
Special Education	119	31%
Dyslexia	61	16%
Homeless	9	2%

Strengths

- *High parent communication regarding attendance and discipline
- *Communication between team members
- *Inclusion support, resource, dyslexia and GT services for students
- *At-risk counseling services by district LPC
- *Community Outreach
- *Strong administrative support for teachers, students and families
- * The RTI, Aggie subject-level 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 is 78%.
2	Poteet Intermediate demographics show that 59% of our students are coded at-risk.	Most students are coded at-risk due to failing one of more of their STAAR assessments, due to lack of resources that promote high rigor and/or the use of best instructional practices.
3	Increases in enrollment require more teachers to be trained and certified in providing services to our special population to better serve the make up of the campus.	Staff lacking the understanding in communicating and skills to reach students with learning difficulties such as language and reading as well students needing to be challenged.
4	Academic struggles are present when attendance, behavior challenges, and circumstances of the family are beyond the student's control	Parenting education programs as well as resources to parents lacks in rural communities to address concerns and family issues.

 = Priority

Student Achievement

Summary

Campus efforts made by each of our teachers in regards to differentiated teaching practices and a continue focus on the TEKS are priorities this year. Intensive tutorials and academic assistants will continue to be implemented and monitored throughout the year to focus on increasing success rates in both reading and math. Campus Administration and Campus Instructional Specialist will work with our teachers through professional development, observations, and modeling to ensure consistent implementation. We are focused on and will continue to build a vertically aligned campus through expectations and rigorous content.

Strengths

- *Data disaggregated using multiple assessment tools: NWEA (MAP), Eduphoria Unit Tests, TFAR data, etc.

Vertical alignment across grade level content and campus wide utilizing the TEKS Resource System

- *TEKS based computer programs used daily with students

- *Small Group Instruction in all content areas

- *Teachers are supportive and have high expectations for all learners

- *RtI process in place to monitor students

- *Communication with parents regarding academics

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Data reveals that Special Education students score significantly below all other student groups in all subject areas.	Teachers need additional training in differentiated instruction and the appropriate resources for this student group.
2 Students are not reading/comprehending on grade level, which affects all content areas, in the assessment levels of approaches, meets and masters.	Teachers need assistance (training, materials, and supplies) in delivering effective instruction to meet student needs.
3 TELPAS score reveal that EL students are not progressing in all areas in a timely manner.	Teachers need additional training for English language acquisition instructional methodology for this student group
4 Maximize 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 dis-aggregation.
5 Students who may struggle academically are not always captured through the RTI process to help them succeed in the classroom through the implementation of interventions	Teachers may lack a true understanding of the RTI process and interventions which can be provided

★ = Priority

School Culture and Climate

Summary

Poteet Intermediate strives to provide 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 implemented throughout the school year. Parents and community members are welcomed and encouraged to participate in the educational process through things such as PTO, campus and district committees, along with participation in after school activities. Teacher input is valued and incorporated into the campus needs. Staff participates in extracurricular activities and family night hosted by the campus.

Strengths

- *School wide system of rules and procedures designed to maintain a safe, positive learning environment
- *Grade level leaders represent teachers during leadership meetings & coordinate events for their teams
- *Implementation of 7 Mindset curriculum with students on "Mindset Mondays"
- *Counselor lessons one time per week to address bully prevention, character, acceptance and additional relevant topics
- *Open lines of communication
- *Well maintained and clean campus buildings
- *Offering a variety of activities for our students to participate in throughout the school year

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 students homeless percentage.
2 Developing academic support for parents so they are able to assist their children in regards to academics.	Parents unfamiliar with instructional practices and content. Lack of parental resources and campus provided materials to use and access.
3 Provide personal protection supplies for Life Skills staff and restraint training.	Special Education Life Skills staff need PPE and training in order to attend to the individual needs of SE students.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

All teachers at Poteet Intermediate are considered highly qualified by holding a certified teaching certificate in their teaching levels or are enrolled in an alternative teaching program. A background check and fingerprinting is required for 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.

We currently have an 80% retention rate for the Intermediate Campus. The staff feels supported and 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
- *Recruit and retain highly qualified and effective staff
- *Collaboration/communication amongst staff
- *High expectations
- *Weekly opportunities to collaborate and plan as content/grade level teams, including an instructional specialist
- *Staff engage as active participants in data analysis to better understand low performing areas and target individual 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 needs to be developed for new staff members to succeed and feel welcomed to the district and the education profession.	A campus based mentor program has not been established 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 Intermediate administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. The TEKS Resource System, Amplify and Eureka are our foundational curriculum. TEKS Resource 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. TEKS Resource system also assists the teaches in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource system has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. Unit assessments and performance assessments are used to check student mastery. Most assessments are created through TEKS Resource System and Eduphoria.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. Small group instructional practices have proven to be the most effective due to large population of at-risk students.

Strengths

- *Utilize and Share successful intervention strategies and programs across grade levels/subject levels.
- *STAAR - released and interim assessments
- *Lead4ward docs
- *TEKS Resource System
- *Computer-based programs on TEKS
- *Instructional specialist support
- *Backward planning model - end in mind
- *NWEA MAP assessment implementation to help make data informed decisions for instruction
- *Amplify Curriculum, intervention and mClass assessment will be utilized 3rd-5th
- *Purchase Eureka Math to help vertically align grade level instructional with high quality instructional materials along with the computer based diagnostic and progress monitoring assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Implementation of a complete curriculum for all classrooms 3-5.	Lack of a complete curriculum to help address learning and rigor within all classrooms 3rd-5th 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.
3 Students not frequently engaged in extra activities for well rounded education.	Students do not always have access to extracurricular activities or types of enrichment outside of the 4 core content areas.
4 TEKS based software programs for students with disabilities needed to meet the learner needs in helping to close gaps	Updated resources to address learner gaps.

★ = Priority

Family and Community Engagement

Summary

Poteet Intermediate 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, organizational events, award ceremonies, UIL academic events and STAAR parent night. 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/Parents apps (Remind, Class Dojo). The district and campus website is updated with current news and informational items that all interested parties can access.

Strengths

*Many options for engagement in and out of school hours

- GT and Science Fair
- Texas Reads One Book
- Field Days
- Content specific Family Nights
- Dual Language Family Events
- EOY Awards for all grade levels

*Facebook 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 Intermediate 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

- *High expectations are common and additional support is given through interventions and enrichment
- *Interventions & small group instruction in all classrooms
- *Free breakfast in the classroom to all students, free lunch to all students
- *UIL events for students
- *Pikmykid afterschool dismissal of all students,

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Continued 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 Intermediate 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

- *Instructional specialist for technology readily available to teachers
- *Chromebooks, I-Pads, laptops
- *Document cameras in all classrooms
- *Direct connection to Internet and wireless connection to the internet
- *Written procedures in place on acceptable use of the Internet and network management
- *Employee email accounts and network storage space
- *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



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Running Records results
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Poteet Intermediate 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 Intermediate will implement high quality curriculum instructional materials and resources in the classroom to support student achievement.

Strategy 1

Purchase and implement Teach Town and Lesson Pix for our special education classrooms (Life Skills and Co-Teach classrooms). 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 student individual needs by creating visuals and other printable materials needed.

Staff Responsible for Monitoring: Special Education Teachers

Funding Sources: 199 SpEd Allotment, \$5,264

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

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: Teachers, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$1,491

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

January

March

June

Strategy 3

Purchase classroom resources to use with Dyslexia students: magnetic letters, 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 notes, poste-it flags and magnetic square tabs will offer a multi-sensory and visual approach to active reading and text analysis. Purchase Dyslexia guide, 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. A dyslexia summer camp will be held to provide targeted support to boost reading skills, and academic readiness for the new school year.

Strategy's Expected Result/Impact: Teacher will have needed resources to target students individual needs. Students will demonstrate success within the Take Flight/Reading By Design programs

Staff Responsible for Monitoring: Dyslexia Teachers, Campus Administration, District Dyslexia Compliance Staff

Funding Sources: 199 SpEd Allotment, \$2,000, 199 Dyslexic Allotment, \$500

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 4

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 boards, 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 level products with the use of Texas Performance Standards Project. 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. Trophies and medals will be provided for participants. Snacks will be provided. Purchase achievement tests to identify gifted and talented students. The GT camp Innovators for Impact, to be held in July, engages students in dynamic STEM activities and a meaningful service learning project empowering them to apply creativity and critical thinking to make a positive difference in their community. Students will travel to the local food bank and complete service projects by bagging food for distribution,

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 representatives, Campus Administration

Funding Sources: 199 Gifted and Talented, \$3,042

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 5

Tutorials will be provided Monday-Thursday weekly by certified teacher for grades 3rd-5th.

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,

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

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 6

Purchase Bluebonnet Math curriculum and professional development for 3rd-5th grades 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 Math curriculum. Purchase headphones to use with Zearn.

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

Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist, Campus Administration

Funding Sources: 270 RLIS Title V Part B, 3800, , Spanish Math Pilot 4 grade 410 Instructional Materials Allotment, \$3,000, 410 Instructional Materials Allotment, \$20,417, 211 Title I Part A Funds, \$2,500

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

NovemberJanuaryMarchJune

Strategy 7

Purchase RLA Bluebonnet curriculum and professional development for 3rd-5th grade to focus on state standards and the Science of Reading, in tight alignment with structured literacy concepts taught in the Texas Reading Academies. Grounded in the science of reading, Bluebonnet Reading for grades 3-5 integrates foundational skills students have learned in grades K-2 while continuing to build rich content knowledge.

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

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

Funding Sources: 199 Early Education Allotment, \$2,400, 410 Instructional Materials Allotment, \$3,000, 199 Basic Educational Services, \$3,500

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

NovemberJanuaryMarchJune

Strategy 8

Purchase Summit K12 science curriculum, science materials kits and professional development for 3rd-5th grade that drives active student engagement while optimizing teacher time with digital and kit resources to support planning. This is custom-built to the TEKS and ELPS in English and authentically translated to 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 materials kits are built so students can investigate the marvels of science. The kits directly support the labs and activities embedded in every unit.

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

Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Campus Administration

Funding Sources: 410 Instructional Materials Allotment, \$15,546, 282 ESSER III, \$56,905.87

TEA Priorities: 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 9

We will provide Life Skills/Special Education classroom resources, including hands on instructional materials, iPads 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 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 provide general supplies for Life Skills/Special Education classrooms. These supplies and materials will be used for the physical, personal hygiene and social emotional needs of the students including gloves. Also, purchase the necessary supplies and materials for special education to effectively manage records, paperwork, and documentation throughout the year. Printer and printer ink will also be purchased to print confidential student information/reports for meetings.

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

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 10

Purchase IXL Reading program, a diagnostic-driven personalized learning path to increase student achievement on state assessments and NWEA Map Growth. IXL provides personalized leaning to K-12 students and data-powered instructional tools in reading, to help meet the needs of every learner.

Strategy's Expected Result/Impact: Increase in student achievement based on campus data, including NWEA Map growth scores.

Staff Responsible for Monitoring: Classroom Teachers, Campus Adminstration, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$5,962.5

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 March June

Strategy 11

Utilize 3rd-5th Grade Countdown to STAAR in Reading, Math and Writing to help prepare students for the STAAR test and increase student achievement in all academic areas.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Classroom teachers, Campus Admin

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November January March June

Strategy 12

We will provide 3rd-5th gr classroom resources, supplemental curriculum 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: Campus administration

Funding Sources: 199 Basic Educational Services, \$1,000, 211 Title I Part A Funds, \$5,000

Title I: 2.5.1, 2.5.2

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 13

Purchase Raz-Kids program, an online guided reading program with interactive ebooks, downloadable books, and reading quizzes.

Strategy's Expected Result/Impact: Teachers will have supplemental resources to help provide individual support to students.

Staff Responsible for Monitoring: Classroom teachers, Campus Admin

Funding Sources: 211 Title I Part A Funds, \$1,350

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 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 14

Purchase and implement Studies Weekly as a supplemental resource. The program is a customized, standards-based core curriculum incorporating deep learning strategies that increase student knowledge and skills in Social Studies, Science, and Health & Wellness.

Strategy's Expected Result/Impact: Teachers will have supplemental resources to help provide individual support to students.

Staff Responsible for Monitoring: Classroom teachers, Campus Admin

Funding Sources: 211 Title I Part A Funds, \$1,900

Title I: 2.5.1, 2.5.2, 2.5.3

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

January

March

June

Strategy 15

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, \$795

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 16

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, \$100

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2

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

Evaluation Data Source: TTESS evaluations, agendas, reflections and certificates obtained through PD opportunities

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, T-TESS Appraiser Certification Training, Special Education C.A.M.P. series and other 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: 199 Basic Educational Services, \$1,000, 255 Title II Part A-TPTR, \$500

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Counselor will attend the 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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

January

March

June

Strategy 3

Teachers will attend 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 specialists 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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 4

Campus GT coordinator will attend PD to support the Texas State Plan for the Education of G/T students. This PD will support advocating, designing and providing an array of learning experiences for teachers and administrators of gifted & 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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

January

March

June

Strategy 5

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 6

Identified staff will attend the Non-Violent Crisis Intervention Training. This Non-Violent Crisis Intervention 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 system

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, Teachers, Paraprofessionals

Funding Sources: 199 SpEd Allotment, 250.00,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 7

Students will participate in Red Ribbon Week activities and conversations as an opportunity to

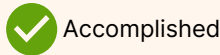
raise awareness to make drug free choices. We participate in the drug-abuse prevention campaign as a reminder that we are all empowered with a choice to say no and empower students around us through positivity, bravery, and strength to say no to drugs or alcohol.

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November January March June

Strategy 8

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. Dyslexia teacher will attend the CESD conference to focus on dyslexia assessment and provision of dyslexia services in the IEP.

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

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

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



November January March June

Strategy 9

Poteet Intermediate 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, \$1,457

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Strategy 10

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 11

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: Improve low-performing schools

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

Formative Reviews

No Progress

November

January

March

June

Strategy 12

Purchase Fundamental 5 Revisited: Exceptional In Every Setting to provide educators with five practices that every teacher/leader can use to improve instructional rigor, relevance, and student performance. Professional development and books will be provided to all teachers/leaders district-wide. Purchase of Fundamental 5 paperback books.

Strategy's Expected Result/Impact: Increased learning time in classroom with less disruptions in class.

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

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 3

Data/PLCs: Poteet Intermediate will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Evaluation Data Source: MAP, BOY/MOY/EOY progress monitoring, Unit Assessments

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 Teachers, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$6,820

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 March June

Strategy 2

Utilize Aloe Software (On Data Suite) to disaggregate campus data by sub-populations with capacity 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), \$1,301

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 January March June

Strategy 3

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

Strategy's Expected Result/Impact: Measurement tool to determine students with dyslexia and/or related disorders.

Staff Responsible for Monitoring: Dyslexia Teachers, Campus Administration, District special program personnel

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

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 Administration

Funding Sources: 199 Gifted and Talented, \$1,086

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 5

Purchase Lead4ward field guides to help teachers and PLCs plan meaningful instruction that focuses on what matters most - what students need to know, how that translates to instruction and assessment, common errors and misconceptions, key academic vocabulary, and how the standards build over time improving academic achievement in all students.

Strategy's Expected Result/Impact: Increased academic achievement in all content areas (reading, math, science and social studies).

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers

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

Title I: 2.5.1, 2.5.2

Formative Reviews

Some Progress

November

January

March

June

Strategy 6

Purchase LAS Battery of Assessments which is the Texas Statewide Language Proficiency Test Provider for Emergent Bilingual Identification.

Strategy's Expected Result/Impact: Measurement tool to identify Emergent Bilingual students.

Staff Responsible for Monitoring: Campus Administration, Bilingual Teachers

Funding Sources: 199 State Compensatory Education (SCE), \$115

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 4

Technology: Teachers will integrate technology needed to enhance student engagement and academic success

Strategy 1

The campus will purchase and use ClassLink. ClassLink is a SSO program that streamlines rostering and eliminates passwords for students to remember to log into programs.

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 Administrators, Classroom Teachers

Funding Sources: 211 Title I Part A Funds, \$1,652

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 2

Teachers will have access to KAMI, a digital classroom resource to turn instructional documents into interactive learning to promote student achievement.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Specialist

Funding Sources: 211 Title I Part A Funds, \$1,314

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

Moderate Progress

November January March June

Strategy 3

Purchase headsets with microphones for utilizing modern campus technology and ensuring compliance with state and federal requirements for student accommodations during assessments. These will be used for any educational apps (e.g., platforms for language learning, reading fluency practice) require the student to record their voice or speak commands. The microphone ensures these inputs are clear and accurate. They also will be used for speech-to-text for students who use speech-to-text (dictation) as an accommodation for writing, a clear microphone is mandatory. It captures their voice accurately, allowing the technology to transcribe it into text efficiently.

Strategy's Expected Result/Impact: Students will have needed technology resources for completing assignments and assessments.

Staff Responsible for Monitoring: Classroom teachers

Funding Sources: 211 Title I Part A Funds, \$2,000

Formative Reviews

No Progress
November January March June

Performance Objective 5

College and Career Readiness: 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 Intermediate 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, \$1,413

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Campus Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 3

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 environment. 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 environment.

Staff Responsible for Monitoring: Classroom Teachers

Funding Sources: 199 SpEd Allotment, \$500, 199 Basic Educational Services, \$2,500

Formative Reviews

Moderate Progress

November

January

March

June

Strategy 4

Students will have the opportunity to participate in UIL academic competition. Supplies will be purchased for learning opportunities and recognition as well as bus transportation to and from competition.

Strategy's Expected Result/Impact: 10% of the student population will participate in UIL events.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: 199 Basic Educational Services, \$8,150

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

March

June

Performance Objective 6

Attendance: We will ensure at least 92% attendance rate

Strategy 1

Movie licensing will be used to offer incentives for perfect attendance, honor roll, etc.

Strategy's Expected Result/Impact: Students motivation resulting in increase in student attendance and student achievement.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: 199 Basic Educational Services, \$537

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Goal 2

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

Performance Objective 1

Programs and Family Nights: Poteet Intermediate 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 family nights (Math, Reading, STAAR) and EOY parent engagements 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 Administration, Parent Liaison

Funding Sources: 211 Title I Part A Funds, \$1,279

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

We will host parent meetings, grandparents event, donuts with dad, muffins with mom and Thanksgiving lunch event 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 Administrators and Parent Liaison

Funding Sources: 211 Title I Part A Funds, \$1,289

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

Purchase Weekly Summer Activities for Students and Parents to work on over the Summer that focuses on reading, math, writing and real world skills that will help students become more independent and well rounded.

Strategy's Expected Result/Impact: Increase in student acheivement and parental involvement.

Staff Responsible for Monitoring: Campus Admin, Teachers

Funding Sources: 211 Title I Part A Funds, \$1,300

Title I: 2.5.1, 2.5.2

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2

Communication: Poteet Intermediate will provide consistent, meaningful communication between home, school and community.

Strategy 1

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 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

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

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Goal 3

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

Performance Objective 1

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

Performance Objective 2

Operational Flexibility: Poteet Intermediate will provide an adaptive, efficient and innovative infrastructure to optimize all operational areas in a fiscally, responsible manner.

Strategy 1

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 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 certification tests. ESL TExES, Bilingual Supplement, Bilingual Target Language Proficiency Integration of sheltered instruction strategies and best practices for Emergent Bilinguals 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 Learner's assessment instruments.

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

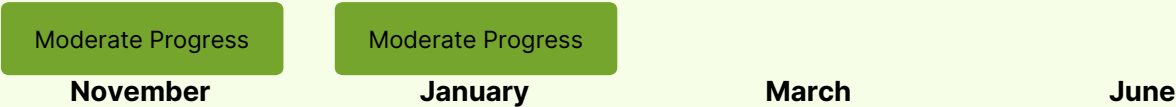
Staff Responsible for Monitoring: ESL/Bilingual Teachers, Executive Director of Curriculum and Instruction, Campus Administration

Funding Sources: 199 Bilingual Allotment, \$569

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

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.

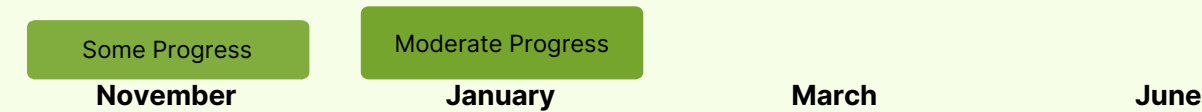
Strategy's Expected Result/Impact: Teachers will receive the support needed to service the needs of our GT students

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

Funding Sources: 199 Gifted and Talented, \$1,141

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Purchase 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 dis-aggregation Generate, administer and report on TEKS-based local assessments online Student Achievement/Progress Monitoring Appraisals (TTESS and TPESS) Create curriculum maps Develop Campus Plans

Strategy's Expected Result/Impact: Campuses will have access to DMAC for TTESS goals/appraisals, data on 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, \$1,674

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

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

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5

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, Classroom Teachers

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

Purchase classroom furniture to ensure students have an environment that maximizes instruction; including student desks, student chairs, shelving, classroom rugs, etc.

Strategy's Expected Result/Impact: Places for students to learn effectively and for instructional materials to be stored for student use.

Staff Responsible for Monitoring: Classroom Teachers

Funding Sources: 199 Basic Educational Services, \$5,000

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 7

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

Strategy's Expected Result/Impact: Organized and Efficient

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Counselor, Office Staff

Funding Sources: 199 Basic Educational Services, \$3,000, 211 Title I Part A Funds, \$1,000

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 8

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, \$5,000

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 9

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

Strategy's Expected Result/Impact: Teachers/Campus Administration will receive the support needed to service Special Education students.

Staff Responsible for Monitoring: Teachers, Campus Administration

Funding Sources: 199 SpEd Allotment, \$499

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 10

Participate in the Strong Foundation Literacy Grant for technical assistance to develop a strong instructional framework in literacy, based in the research-based instructional strategies (RBIS), to guide teaching and learning.

Strategy's Expected Result/Impact: District and Campus will receive the support needed to build a strong framework in literacy based on RBIS.

Staff Responsible for Monitoring: Teachers, Campus Administration

Funding Sources: 429 Strong Foundation , \$14,568

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 3

Social and Emotional Learning: Poteet Intermediate will promote a safe school environment, consistent counseling programs, student wellness and provide character development opportunities.

Strategy 1

The School Health and Safety Cooperative is designed to provide ongoing professional development and technical assistance for school nurse, 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 Alcohol and Drug Abuse Prevention Training Student Drug Trends Sex Trafficking Civilian Abuse and Neglect Internet Safety/Cyberbullying Risk Reduction Bullying Prevention Threat Assessment School Climate Assessment Trauma-Informed Care Suicide and 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, 417,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

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: Intermediate Counselor will acquire skills and knowledge needed to service students

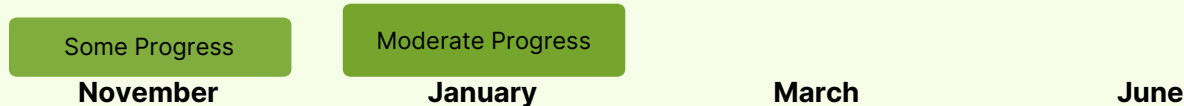
Staff Responsible for Monitoring: Campus Counselor

Funding Sources: 289 Title IV, Part A, \$417

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



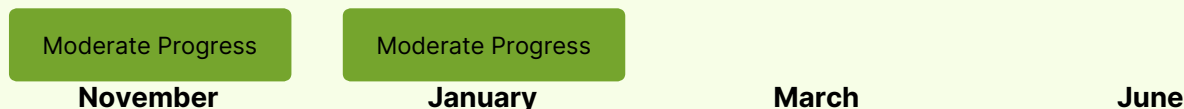
Strategy 3

Staff will receive training in Active Shooter and Stop the Bleed. Intermediate 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



Strategy 4

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

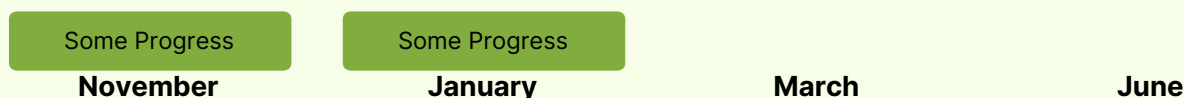
Strategy's Expected Result/Impact: Students will receive support as needed to be successful

Staff Responsible for Monitoring: Campus Counselor

Funding Sources: 211 Title I Part A Funds, \$252

TEA Priorities: Improve low-performing schools

Formative Reviews



Strategy 5

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: Personnel will learn the warning signs and immediate attention needed due to the lifesaving situation.

Funding Sources: 199 SpEd Allotment, \$40

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 6

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.

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

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 7

Positive Behavior Supports and de-escalation strategies to build skills, strengthen relationships and respond to challenging behaviors with calm, respectful interventions.

Strategy's Expected Result/Impact: Improved safety for students and staff through proactive behavior supports and effective de-escalation practices.

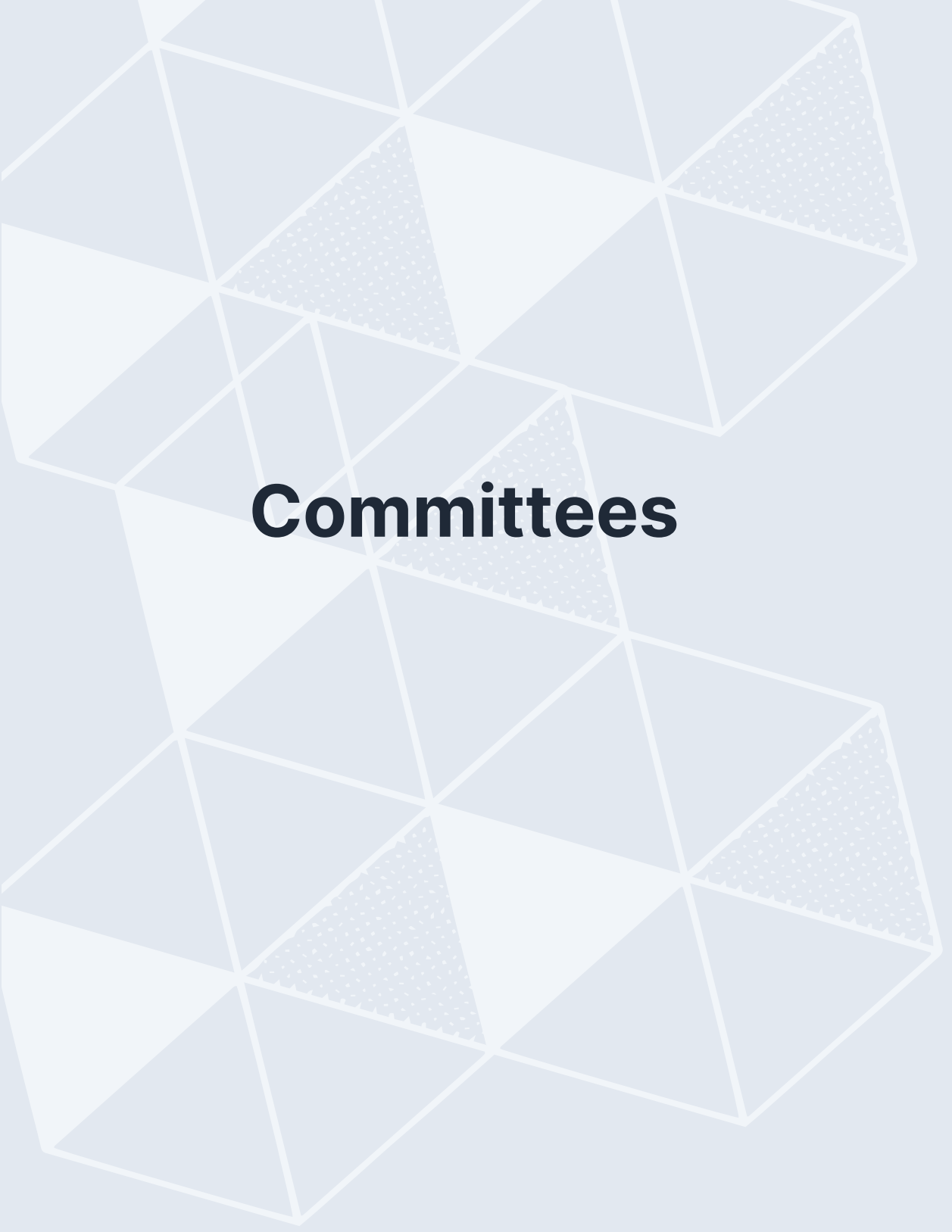
Staff Responsible for Monitoring: Teachers, Campus Admin

Funding Sources: 199 SpEd Allotment, \$800

Formative Reviews

No Progress

Moderate Progress



Committees

Committees

Campus Leadership Team

Members

First Name	Last Name	Position	Committee Role
Stacy	Smith	Instructional Specialist	Administrator
Jozelle	Guerra	Counselor	Non-classroom Professional
Joseph	Grote	Assistant Principal	Administrator
Kelly	Murray	Principal	Administrator



Funding Summary

Funding Summary

199 Basic Educational Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$3,500.00
1	1	12		--	\$1,000.00
1	2	1		--	\$1,000.00
1	2	11		--	\$500.00
1	5	3		--	\$2,500.00
1	5	4		--	\$8,150.00
1	6	1		--	\$537.00
3	2	6		--	\$5,000.00
3	2	7		--	\$3,000.00
3	2	8		--	\$5,000.00
Sub-Total					\$30,187.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					-\$10,187.00

211 Title I Part A Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$1,491.00
1	1	5		--	\$0.00
1	1	6		--	\$2,500.00
1	1	10		--	\$5,962.50
1	1	12		--	\$5,000.00
1	1	13		--	\$1,350.00
1	1	14		--	\$1,900.00
1	1	15		--	\$795.00
1	1	16		--	\$100.00
1	2	9		--	\$1,457.00
1	2	12		--	\$500.00
1	3	1		--	\$6,820.00
1	3	5		--	\$650.00
1	4	1		--	\$1,652.00
1	4	2		--	\$1,314.00
1	4	3		--	\$2,000.00
2	1	1		--	\$1,279.00
2	1	2		--	\$1,289.00
2	1	3		--	\$1,300.00
2	2	1		--	\$200.00
3	2	3		--	\$1,674.00
3	2	4		--	\$1,750.00
3	2	5		--	\$650.00
3	2	7		--	\$1,000.00
3	3	4		--	\$252.00
Sub-Total					\$42,885.50
Budgeted Fund Source Amount					\$66,982.00
+/- Difference					\$24,096.50

199 Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	\$569.00
Sub-Total					\$569.00
Budgeted Fund Source Amount					\$2,600.00
+/- Difference					\$2,031.00

199 SpEd Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$5,264.00
1	1	3		--	\$2,000.00
1	1	9		--	\$3,000.00
1	2	6		250.00	\$0.00
1	2	8		--	\$1,000.00
1	2	10		--	\$200.00
1	5	3		--	\$500.00
3	2	9		--	\$499.00
3	3	5		--	\$40.00
3	3	7		--	\$800.00
Sub-Total					\$13,303.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$12,303.00

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		--	\$1,301.00
1	3	6		--	\$115.00
Sub-Total					\$1,416.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$416.00

206 TEHCY Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00

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					\$1,568.00
+/- Difference					\$1,568.00

255 Title II Part A-TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$2,300.00
+/- Difference					\$1,800.00

263 Title III Part A LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$2,500.00

270 RLIS Title V Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		3800	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,268.00
+/- Difference					\$19,268.00

289 Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2		--	\$3,635.00
3	3	1		417	\$0.00
3	3	2		--	\$417.00
3	3	6		--	\$3,000.00
Sub-Total					\$7,052.00
Budgeted Fund Source Amount					\$375.00
+/- Difference					-\$6,677.00

410 Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Spanish Math Pilot 4 grade	--	\$3,000.00
1	1	6		--	\$20,417.00
1	1	7		--	\$3,000.00
1	1	8		--	\$15,546.00
Sub-Total					\$41,963.00
Budgeted Fund Source Amount					\$57,022.00
+/- Difference					\$15,059.00

199 Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$2,400.00
Sub-Total					\$2,400.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$5,100.00

199 Dyslexic Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$500.00
1	2	8		--	\$1,000.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$500.00

199 CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	\$1,413.00
Sub-Total					\$1,413.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					-\$1,213.00

429 Technology Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,000.00
+/- Difference					\$13,000.00

199 PLTW Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00

282 ESSER III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	\$56,905.87
Sub-Total					\$56,905.87
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$46,905.87

429 Texas COVID Learning Acceleration Supports (TC

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$25,000.00

199 Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$3,042.00
1	3	4		--	\$1,086.00
3	2	2		--	\$1,141.00
Sub-Total					\$5,269.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$731.00

279 TCLAS

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

429 Strong Foundation

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	10		--	\$14,568.00
Sub-Total					\$14,568.00
Budgeted Fund Source Amount					\$100.00
+/- Difference					-\$14,468.00