Gainesville Independent School District

W E Chalmers Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

District: We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

Chalmers: Chalmers Elementary is dedicated to providing a positive, caring and safe environment to enable all students an equal opportunity to reach their full potential for academic excellence.

Vision

District: Reaching every student every day to be learners and leaders.

Chalmers: Our Chalmers' family inspires a love for learning everyday for everyone.

Value Statement

District:

Equity
We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve
Excellence
We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.
Diversity
We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do
Innovation
We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action
Partnership
We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families, and community.
Safe and Comfortable Environment
We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all students.

Chalmers Values:

1. Strong, positive, & equitable relationships with teachers, students, and all families
2. Engaging, safe, and caring environment for all
3. Building confidence and empowering the whole child
4. Setting high academic expectations and helping all learners set and exceed their goals
5. Celebrating successes in learning

Chalmers Goals:

1. 100% teachers and admin will track individual student data and grade level data in both math and reading across all grade levels every 3 weeks.

2. 100% of students will engage in authentic reading experiences for at least 15 minutes daily during their reading block.

3. 50% of students in each grade level will be "on watch" or "at/above" grade level by MOY Reading Renaissance and 60% of

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Comprehensive Needs Assessment

Demographics

Summary

Demographics:

One general education teacher and one music teacher are not ESL certified. Student population has grown every year for the past three years. We continue to see an increase on our EB population and have a total of 3 paras to support our EB students.

Vocabulary and Language acquisition continues to be a huge need on our campus. If has a high correlation to our reading scores. Students are now being pulled out of dual language classes and placed in Gen Ed.

Due to the high number of economically disadvantaged students, we need to ensure

Look for ways to utilize staff to the maximum extent to benefit our student population. Continue to recruit and hire new teachers.

Determine how to get our students that miss more than 83% of the school year down

Do all campus teachers understand how their students will be assessed on state standardized tests so that we may gain possibly more consistency?

We need to ensure that we are meeting our economically disadvantaged students needs and communicating with families so that we might see an increase in student performance.

The state TAPR indicates that (at least in years past) we had smaller class sizes, but the 2024-2025 school year has seen an increase.

Participate in programs and best practices for our bilingual and ESL learners.

Staff Quality:

We had a great year of retention this year from 2022-2023 year. We hired teachers to fill what needs we had and brought on new teachers due to needs.

We hired/replaced 10 teachers and 6 paras going into the 2023-2024 school year. We are attempting to recruit the very best for our student using marketing techniques, sign-on bonuses, attending job fairs, and providing new hire academies.

Continue to grow individuals in their roles to allow them to move up in the district. Get the staff roster filled with quality candidates before the end of May.

Provide more opportunities for mentors and mentees to meet and plan for new to Chalmers teachers to conduct peer observations.

Strengths

One general education teacher and one music teacher are not ESL certified. All other professional staff are ESL certified.

Three paras to support our EB students.

Instructional coaches provide supports.

Team planning and PLCs

Use of word walls, visuals, and SIOP strategies

Student Learning

Summary

Student Achievement:

We are working towards consistency across grade levels in curriculum by implementing the PLC Solutions Tree protocol.

Attendance continues to be an issue with our student achievement. Students continue to be moved out of dual language into gen ed rooms. Many are well below where they should be in their reading levels.

Continue to use data to spiral data missed from the last few years. Continue to work on interventions. Focus on Tier 1 instruction and utilize the talents of staff we have on campus to train and guide small group guided reading.

Strengths

Use of Systematic Phonics Program (SIPPS) for all 2nd grade students.

3rd and 4th grade math showing slight improvements in scores.

Spanish Reading Assessments showing improvement.

School Processes & Programs

Summary

Curriculum, Instruction, Assessment:

The consistency of leadership and curriculum from a district level has been tremendous. Instructional coaches are helping improve teaching practice and PLCs.

Student achievement is low across many areas due to: attendance, language, poor intervention time usage, and tier 1 instruction that is missing the mark. Continue to plan and train as grade levels.

Dual Language planning and guidance from district. Added Spanish instructional coach to support dual language staff.

School Context and Organization:

This year, SEL was at the forefront of most of our decisions. Implementation of a SEL time built into the daily schedule.

Community in Schools partnership was added this year to provide students, families, and staff supports. (Licensed social worker)

Find ways to help with our frequent flyers in the office. Extreme behaviors have little consequence at this level, but we are using PBIS to recognize students.

Organizing hallway traffic for better crowd control and behavior. New front doors and office procedures will need to be learned quickly by staff.

Fencing around the front school perimeter is needed.

Updated playground for safety and for the number of students on campus. Our current playground is too small for the amount of students the school has enrolled.

Additional spaces needed for our SPED department. (3 SPED teachers share one room, 2 dyslexia specialist share one room, 2 speech therapist share one room, 2 interventionist share one room)

Technology:

One to One throughout the building. Wi-fi is capable of handling the traffic. We continue to use technology to communicate with our parents. We continue to use google classroom and many other tools online for instruction. Use of the clever system for students to access all apps through a single sign-on.

Possibly going back to Class Dojo as School Status system is unpredictable and not user friendly for staff and parents.

Addition trainings for staff on various resources and technology would be beneficial.

Always keep looking for ways to improve our technology usage. More interactive lessons and engaging activities will help with Tier 1 instruction.

Strengths

Curriculum, Instruction, Assessment:

Use of systematic data tracking for teachers

Built in intervention time on schedule daily

Two instructional coaches supporting our campus

School Context and Organization:

Additional behavior support staff

ISS teacher/para

New classrooms for overcrowding (possibly add portables)

Technology:

One to one

Curriculum available at any time

Single sign-on with Clever

New desktop computers & grade level printers

New copiers this year across the district

Perceptions

Summary

School Culture and Climate:

Surveys conducted by the district and campus to gauge staff needs.

Monthly parent and family engagement nights and days

Family and Community Involvement:

Teachers are communicating constantly with our parents via School Status. A weekly electronic newsletter goes to parents. Increased social media postings. Communication with parents to keep all informed.

Continue to find ways to involve parents in our building. Parents of our ESL students need to be more involved.

Grade level nights may be more helpful than school nights. Find ways to make everyone feel welcome. Introduce meetings during the day.

Strengths

School Culture and Climate:

Sunshine committee recognizes staff on appreciation days.

Recognition of employee and teacher of the month.

Recognition of students of the month.

SPOT SHOP student incentive day (monthly)

Six Weeks Assembly by grade level

On boarding team welcomes and aids new staff

Staff Weekly Newsletter

Family and Community Involvement:

Family Involvement Nights/Days

Book fairs

Hispanic Heritage

Classroom Celebrations and Holidays

School status messaging system

School Newsletter

Social Media

Student Spotlights

Volunteer Recognition and Time

PTO involvement

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

At Chalmers Elementary, academics are about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Chalmers Elementary will place an emphasis on literacy and math across all grade levels and content areas to help ensure that at least 70% of students are on or above grade level.

Evaluation Data Source: % of students in K-2 Reading and Writing on grade level (MClass, SIPPS, NWEA Map, and portfolios), 3-4 STAAR reading & math at meets and masters level

Strategy 1

Literacy and math teachers will take place in PLCs weekly to focus on data, instructional strategies, and student progress.

Strategy's Expected Result/Impact: Aligned tier 1 instruction, use of research based instructional strategies, Increase STAAR Approaches to 60%, Meets to 35%, and masters to 15%

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches

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

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Moderate Progress	

Strategy 2

Monitor the fidelity of delivery of the SIPPS phonics program in second and third grade and provide teacher support as needed.

Strategy's Expected Result/Impact: Increased performance on reading district assessments, improvement of reading skills in grade 2, strong foundation of phonemic awareness and mastery of phonics will improve students' reading skills

Staff Responsible for Monitoring: Principal, AP's, teachers, instructional coaches

Formative Reviews

Moderate Progress	Moderate Progress	Considerable Progress	

November | January | March | June

Strategy 3

Implement and monitor the use of guided reading groups, UFLI Phonics, tracking of students' A-Z reading level, and working with parents to ensure students are reading at their levels.

Strategy's Expected Result/Impact: increase students' reading levels, improvement on grades 3 & 4 STAAR reading, improved NWEA MAPS reading scores

Staff Responsible for Monitoring: Admin., Teachers, Instructional Coaches

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Considerable Progress	

Strategy 4

Implement and monitor the use of Lonestar Learning-TEKas Target Math curriculum into tier 1 instruction and Tunstall math curriculum for math small groups.

Strategy's Expected Result/Impact: Increase students' math understanding, improvement on grades 3 & 4 STAAR math, improved NWEA MAPS math scores

Staff Responsible for Monitoring: Admin., Teachers, Instructional Coaches

Funding Sources: Lonestar Math Curriculum 211 Title I, Part A,

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2027, 100% of students requiring additional support will be served under Multi-Tiered System of Support with progress documented.

Evaluation Data Source: STAAR data, Response to Intervention data; Beginning/Middle/End of NWEA MAPS Growth data, Amplify Tutoring progress monitoring, Read 180 and Math 180.

Strategy 1

Students in need of reading and math Tier 2 academic supports will be provided support during in class intervention time with their content teachers. Students in need of tier 3 academic support, will be provided additional targeted support through intervention classes such as: math intervention, Code, Amplify Intervention, & Read 180.

Strategy's Expected Result/Impact: Increase grades 3 & 4 STAAR math and reading approaches in reading and math to 60%, increase math and reading scores of district assessments,

Staff Responsible for Monitoring: Principal, AP, Interventionist, RTI Committee

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Accomplished	Accomplished

Strategy 2

Provide additional academic support for all students during a built in intervention time (WIN time). Progress monitor, track data, and conduct MTSS meetings quarterly and document students' progress.

Strategy's Expected Result/Impact: Desegregate data to improve instruction across the campus., NWEA MAPS Growth Data

Staff Responsible for Monitoring: Principal, AP's, Teachers, Interventionist, RTI committee

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 3

Invite struggling students to attend district calendared intervention days (1 Monday of each month).

Strategy's Expected Result/Impact: Increase grades 3 & 4 STAAR math and reading approaches to 60%, increase math and reading scores of district assessments, & overall improvement in students' math and reading skills

Staff Responsible for Monitoring: Principal, AP's, instructional coaches, teachers

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	Continue/Modify

Performance Objective 3 ☑ High Priority

Chalmers Elementary will increase student performance for each STAAR and TELPAS assessments by increasing the amount of students performing at the master's level by 5%.

Evaluation Data Source: STAAR Math and Reading Grade 3 and STAAR Math and Reading Grade 4 TELPAS Scores

Strategy 1

Guided small groups for ALL students provided daily during math and reading instruction to ensure students are being challenged to hit mastery level or the next performance level (ex. approaches to meets).

Strategy's Expected Result/Impact: Increase STAAR reading and math scores, increase students' reading levels, increase students' math performance on NWEA Maps Growth

Staff Responsible for Monitoring: Principal, AP, Teachers

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 2

All teachers will meet with students individually to set goals for math and reading district assessments, STAAR interim, STAAR assessments, and NWEA MAPS math and reading assessments. They will meet and document in the students' data folders after each math and reading assessment to reflect on their scores, discuss next steps, and set goals for the next reading and math assessments.

Strategy's Expected Result/Impact: Increase students' performance in all performance levels

Staff Responsible for Monitoring: Principal, AP, Teachers

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Accomplished	Continue/Modify

Strategy 3

Intentional spiraling of standards in math with the use of Lone-Star TEKSas Spiral Target Practice.

Strategy's Expected Result/Impact: Increase students' math STAAR scores across all performance levels

Formative Reviews

Some Progress	Moderate Progress	Accomplished	Continue/Modify

November | January | March | June

Strategy 4

Intentional spiraling of standards in ELAR and SLAR with Countdown to the TEKS and Fast Focus for SLAR and ELAR.

Strategy's Expected Result/Impact: Increase students' scores across all performance levels and sub populations

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Accomplished	Continue/Modify

Performance Objective 4

Chalmers Elementary will support the social and emotional well-being and safety for all learners to remove barriers to academic and educational success.

Evaluation Data Source: Character Strong Curriculum, Data tracking and student goal setting

Strategy 1

A social emotional learning learning time has been added to the school schedule where teachers are using the Character Strong program to develop students' social emotional achievement.

Strategy's Expected Result/Impact: Students social emotional needs are met

Staff Responsible for Monitoring: Teachers, Counselor, Admin

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Accomplished	Continue/Modify

Strategy 2

Community in Schools is working with students on their social emotional needs and providing resources to students, families, and teachers as needed.

Strategy's Expected Result/Impact: Students in need will be provided resources and strategies to be successful

Staff Responsible for Monitoring: Counselor, Community in Schools, Admin, Teachers

Formative Reviews

November	January	March	June
Some Progress	Considerable Progress	Accomplished	Continue/Modify

Performance Objective 5

Chalmers Elementary will ensure students are college and career ready.

Evaluation Data Source: District and STAAR assessments

Strategy 1

Students will participate in a monthly college day where teachers will promote different colleges and inform students where they attended school.

Strategy's Expected Result/Impact: Students become aware of college and career opportunities.

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June
No Progress	Moderate Progress	Accomplished	Continue/Modify

Goal 2

Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1

Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Source: District/Campus professional learning plans; Eduphoria repository of trainings; Retention rate, improved instruction

Strategy 1

Teachers and staff will attend PD opportunities and share the training information with the campus teams. Training will take place at Region 11, within the district, and at various other locations according to the specific training.

Strategy's Expected Result/Impact: Teacher will improve their tier 1 instructional based on the information learned.

Staff Responsible for Monitoring: Teachers, Admin

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Accomplished	Continue/Modify

Strategy 2

General education teachers, special education teachers, and interventionists will attend PLCs on working Mondays to work on desegregating data, discussing best practices, aligning lessons, and working to differentiate instruction all to improve student achievement.

Strategy's Expected Result/Impact: Improve student achievement data

Staff Responsible for Monitoring: Instructional coaches, admin, teachers

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Performance Objective 2

Chalmers Elementary will improve ongoing support for first year teachers in GISD with a goal of 95% or higher satisfaction rate on end-of -year survey.

Evaluation Data Source: Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.

Strategy 1

Provide new teachers with mentors that will work with them throughout the year, team leads to support all content teams, team building activities, weekly staff newsletters to improve communication to staff, staff meetings, and new teacher academies will provide support to new and retained staff members.

Strategy's Expected Result/Impact: Ensure all staff, especially first year teachers, are supported throughout the entire school year.

Staff Responsible for Monitoring: Admin, teachers

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Performance Objective 3

GISD will recruit and retain a pool of educators and increase our hiring rate to 90% by the end of July.

Evaluation Data Source: Position Management in Ascender and Frontline Hiring Platform

Strategy 1

Campus staff will attend job fairs to acquire highly effective staff. An increased sub pay to substitute teachers helps to ensure better fill rates.

Strategy's Expected Result/Impact: Students being taught by highly qualified individuals even when they have to be out.

Staff Responsible for Monitoring: Admin, teachers

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Moderate Progress	

Performance Objective 4

Chalmers and the district will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 90%.

Evaluation Data Source: Absence Management reports, feedback from students, teachers, administrators and guest educators.

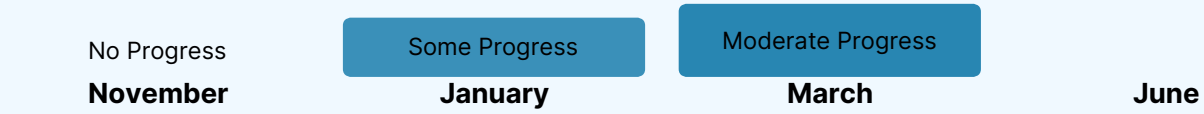
Strategy 1

The hiring of quality candidates will be an on-going process. One-on-one meetings will take place with all staff second semester for next year's planning, campus admin will begin to look at campus needs in the early spring semester, and admin will attend several job fairs.

Strategy's Expected Result/Impact: Have a full staff prior to July.

Staff Responsible for Monitoring: Admin

Formative Reviews



Performance Objective 5

Calibrate with all campus administrators and teachers regarding the administrative and teacher appraisal system to ensure quality and accurate data in monitoring and evaluating administrator and teacher effectiveness.

Evaluation Data Source: T-TESS rubric and Eduphoria system

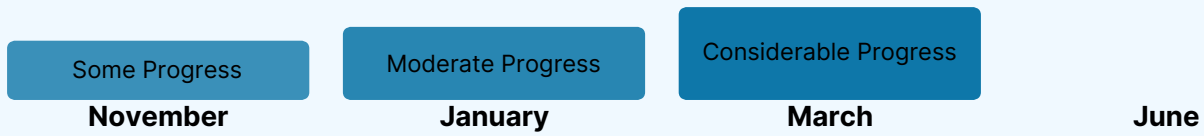
Strategy 1

100% of teachers will be evaluated using the T-TESS appraisal system and instructional coaches, admin, and teacher leaders will use the TIL process to observe and provide teachers meaningful feedback to improve tier 1 instruction.

Strategy's Expected Result/Impact: Improve student achievement and teacher capacity using feedback from the TIL observation feedback cycles

Staff Responsible for Monitoring: Admin & instructional coaches

Formative Reviews



Goal 3

Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1

Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

Evaluation Data Source: Documentation from parent program activities/meeting, parental surveys, and SBDM documents.

Strategy 1

Use a school wide calendar to track school activities and monthly parent involvement/ engagement opportunities and use the Title 1 sign in template to track student participation at all events. Promote these events on our school newsletter, social media, website, school status, and through district communication avenues.

Strategy's Expected Result/Impact: Provide and increase parental involvement activities from previous year.

Staff Responsible for Monitoring: Admin, teachers

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Considerable Progress	

Performance Objective 2

Foster 100% of district and campus quality communication between home, school and community using the School Status Broadcast system.

Evaluation Data Source: Title 1 Documents, End of Year program review; data from community events and surveys, campus messages/broadcast, district/campus call out reports, & Chalmers Newsletter data

Strategy 1

Ensure staff are utilizing the school status program to communicate the needs and successes of students.

Strategy's Expected Result/Impact: At least 95% of parents will connect with teachers on school status

Staff Responsible for Monitoring: All staff and admin

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Accomplished	Continue/Modify

Strategy 2

All general education teachers will meet with every parent/guardian for a parent conference. Teachers will document attempts and conferences utilizing a specific parent conference form.

Strategy's Expected Result/Impact: 90% of students' families engage in a parent conference the first semester.

Staff Responsible for Monitoring: Teachers and admin

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	Continue/Modify

Performance Objective 3

The Communications department will improve communication with all stakeholders by increasing the number of and parent and community engagement events.

Evaluation Data Source: End of year program review, data from school and community events, parent and student surveys

Strategy 1

A weekly school newsletter is a local requirement distributed to parents every Sunday to inform families of events, academic and campus updates, student celebrations, and district information.

Strategy's Expected Result/Impact: Increase parent knowledge of school events

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Goal 4

We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1

By May 2026, students will have the opportunity to participate in transition activities to promote a positive variety of careers and connections between schools and grade levels.

Evaluation Data Source: Documentation of transition activities.

Strategy 1

Students are bused to their new campuses at the end of the current year. They receive a tour, introduction to key staff members, and overview of the school expectations.

Strategy's Expected Result/Impact: Ease transitions between schools

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June
No Progress	No Progress	Considerable Progress	

Strategy 2

In the Spring semester, hold a career/ job fair night for students and families to attend.

Strategy's Expected Result/Impact: Increase students' knowledge of different careers.

Staff Responsible for Monitoring: CIS, counselors, teaches, schools

Formative Reviews

November	January	March	June
No Progress	Moderate Progress	Accomplished	Continue/Modify

Performance Objective 2

Develop a budget that reflects equitable distribution of resources to school.

Evaluation Data Source: Documentation of per student allocations for each campus in local, state and federal funds

Strategy 1

Campus administrators will distribute funds to all needed areas such as special education, emergent bilinguals, fine arts, physical education, SEL, at-risk, and other school areas.

Strategy's Expected Result/Impact: Equitable distribution of funds to ensure all students' and staff's needs are met.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	Continue/Modify

Performance Objective 3

Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

Evaluation Data Source: Local, State and Federal requirements, Manuals/Handbooks, Agendas, Sign In sheets, Meeting notes/minutes, Surveys, Timelines, Financial statements

Strategy 1

Use of a title I binder to ensure all title I requirements are met, documented, and kept in one place.

Strategy's Expected Result/Impact: Follow title 1 requirements

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

State Compensatory Education

State Compensatory

Budget for W E Chalmers Elementary

Total SCE Funds: $178,460.17

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

$178,460.17 and 3 FTEs $168,960.17 - Support salaries for general education teacher supporting instruction $9,500.00 - Supplies

Funding Summary

Funding Summary

199 General Fund for Instruction

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$178,460.17
				+/- Difference	**$178,460.17**

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lonestar Math Curriculum	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$375,786.00
				+/- Difference	**$375,786.00**

263 Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$43,986.10
				+/- Difference	**$43,986.10**

State Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	**$5,500.00**