

Edgewood Independent School District

Loma Park Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Building leaders that can read, write, think, and communicate effectively.

Vision

For every child success in life, Loma Proud!

Value Statement

Thinking classrooms

Students are leaders

7 effective habits for high success

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	8
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Board Superintendent Goal 1: Focus on Student Success	18
Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community	35
Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement	37
Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.	38
Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.	43
State Compensatory	47
Budget for Loma Park Elementary School	47
Personnel for Loma Park Elementary School	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	49
1.1: Comprehensive Needs Assessment	49
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	49
2.1: Campus Improvement Plan developed with appropriate stakeholders	49
2.2: Regular monitoring and revision	49
2.3: Available to parents and community in an understandable format and language	49
2.4: Opportunities for all children to meet State standards	49
2.5: Increased learning time and well-rounded education	49
2.6: Address needs of all students, particularly at-risk	49
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	50
3.1: Develop and distribute Parent and Family Engagement Policy	50
3.2: Offer flexible number of parent involvement meetings	50
Title I Personnel	51
Campus Funding Summary	52
Addendums	55

Comprehensive Needs Assessment

Needs Assessment Overview

In the early spring 2018, Loma Park Elementary initiated the Comprehensive Needs Assessment (CNA) process by building constituent teams based on 4 multiple measures areas to gather and analyze data. The teams consisted of District-Wide Educational Improvement Council (DEIC) members, administrators and academic specialists. The DEIC is the district's decision-making team---which includes teachers, para-professionals, parents, business representatives and the community. These stakeholders collaborated in creating a district profile through a process known as Strengths, Weaknesses, Opportunities, and Threats (SWOTS) detailing the internal needs and strengths of the district and schools, along with the external opportunities and threats in the district environment. The SWOTS process and methods include an extensive data review across the 4 multiple measures of data areas: (1) demographics, (2) student achievement, (3) school processes and programs, (4) perception. Through this process, input is obtained from a wide variety of stakeholders (students, parents, teachers, partners, etc.) using varied methods (review of existing data, surveys, interviews, etc.). The data sources reviewed by the teams are presented on pages 39-40 of this document. The data review led to establishing goals, performance objectives, and strategies that address the district's needs in relation to federal, state and local benchmarks and standards. Throughout the year the DEIC, in consultation with EISD staff, meet to conduct and/or discuss formative and summative reviews to monitor the implementation and progress towards those goals and adjusts as needed.

In the 2017-2018 Loma Park Elementary met standard but did not receive any distinctions.

Demographics

Demographics Summary

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process. We found that our attendance has gone up and surpassed our attendance performance from 2014 to present. Although we have seen an increase, we still need to work on attendance and decrease the number of students who miss 5 or more days of school. The campus has implemented a system where calls can be made to parents before 8:30 to try and encourage the absent students to attend school for the day. The campus has had more success increasing parental awareness of the importance of school attendance and resources available to them. We have established a reward system for classes with perfect attendance, and have followed through consistently during the year, which has helped our attendance as well.

Loma Park Elementary ADA %	
2012-2013	96.2%
2013-2014	96.1%
2014-2015	95.4%
2015-2016	95.7%
2016-2017	95.2%
2017-2018	94.6%
2018-2019	95.8% (YTD)

Discipline 2018-2019

Grade Level	# of Students	% of Students	# of Referrals	% of Referrals
01	5	5%	7	2%
02	6	6%	18	6%
03	8	9%	24	8%
04	20	23%	92	33%
05	37	43%	112	40%
PK	1	1%	3	1%
K	9	10%	21	7%
Males	57	66%	212	76%
Females	29	33%	65	23%

Special Populations

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Enrollment	816	767	760	696	637
Economically Disadvantaged	780 (95.6%)	726 (94.7%)	723 (95.1%)	677 (97.3%)	629 (98.7%)
Special Education	64 (7.8%)	51 (6.6%)	56 (7.4%)	51 (7.3%)	50 (7.8%)
Gifted and Talented	43 (5.3%)	35 (4.6%)	27 (3.6%)	24 (3.4%)	32 (5.0%)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
At-Risk	638 (78.2%)	611 (79.7%)	515 (67.8%)	515 (74.0%)	
ELL	207 (25.4%)	210 (27.4%)	202 (26.6%)	187 (26.9%)	181 (28.4%)

Demographics Strengths

The campus implemented the MTSS/RTI process to improve the screening of students for special programs including Special Education, and Dyslexia/504.

Our school's attendance is the highest it has been in the last 4 years, moving steadily up from 2014-2015 to the 2018-2019 school year.

100% of teachers have been Highly Qualified for FY 2014-2015, FY 2015-2016, FY 2016-2017, FY 2017-2018, FY 2018-2019.

Loma Park has a low turn-over rate of teachers and a high retention rate.

1-5 yrs 39.8%

6-10 yrs 6.3%

11-20 yrs 25.1 %

20+ yrs 20.9 %

27.2% of teachers hold a masters degree, which is higher than the state average of 23.8%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economically disadvantage population at Loma Park exceeds the state average 2013-14, 2014-15, 2015-16, 2016-2017, 2017-2018, and 2018-2019.

Root Cause: Our community needs additional opportunities to enhance, and resources to achieve.

Problem Statement 2: About half of new teachers (less than 5 yrs) are not as prepared to tackle instruction and classroom management.. **Root Cause:** Lack of professional development and targeted new teacher orientations.

Problem Statement 3: Several prolonged absences in the early childhood classes were related to an Influenza outbreak. **Root Cause:** Classroom sanitization occurring as needed rather than regularly.

Problem Statement 4: Our school enrollment continues to decline throughout the years. **Root Cause:** There are several charter schools and districts offering school choice across the city, which is giving families more options to attend other schools.

Student Learning

Student Learning Summary

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process.

Overall, the campus needs to improve the attendance rate. Loma Park also needs to improve the outcome of SSI participants on the Reading and Math STAAR.

iStation Kinder-5th Grade Tier 1 Summary 2018 - 2019

	BOY	MOY	EOY	District EOY
Pre-K	43%	66%		
Kinder	45%	44%		
1st Grade	38%	54%		
2nd Grade	41%	52%		
3rd Grade	49%	59%		
4th Grade	37%	39%		
5th Grade	53%	57%		

Texas Early Mathematics Inventory (TEMI) Percent of Tier 1 Students

	BOY	MOY	EOY	District EOY
Kinder				
1st Grade	79%	70%		

District Benchmark Assessments

	Percent Score	Satisfactory	Proficient	Advanced
3rd Reading	54.6%	55.4%	23%	13.5%
3rd Rdg. Spn.	57%	54.6%	27.3%	21.2%
3rd Math	46.5%	38.7%	13.3%	5.3%
3rd Math Spn.	59.2%	72.7%	27.3%	6%

	Percent Score	Satisfactory	Proficient	Advanced
4th Reading	52.9%	47.3%	21.8%	7.3%
4th Rdg. Spn.	49.3%	38.7%	6.5%	3.2%
4th Writing	41.8%	27.3%	9.1%	0%
4th Writ. Spn.	47.1%	41.9%	16.1%	0%
4th Math	41.2%	37.5%	6.3%	1.3%
4th Math Spn.	23.8%	0%	0%	0%
5th Reading	58.2%	47.4%	27.4%	12.6%
5th Math	48.7%	52.6%	12.6%	3.2%
5th Science	55.8%	43.2%	9.5%	2.1%

STAAR Performance - All Grades

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Percent at Phase-In Satisfactory or Above	Percent at Phase-In Satisfactory or Above	Percent at Level II Satisfactory or Above	Percent at Approaches Grade Level	Percent at Approaches Grade Level	Percent at Approaches Grade Level
All Subjects	68%	73%	69%	75%	64%	
Reading	70%	75%	68%	73%	65%	
Math	63%	-	71%	78%	68%	
Writing	67%	68%	66%	63%	58%	
Science	74%	72%	72%	82%	*	

STAAR Performance by Grade Level

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Percent at Phase-In Satisfactory or Above	Percent at Phase-In Satisfactory or Above	Percent at Level II Satisfactory or Above	Percent at Approaches Grade Level	Percent at Approaches Grade Level	Percent at Approaches Grade Level
3rd Reading	68%	76%	56%	73%	67%	
3rd Math	55%	-	66%	79%	66%	
4th Reading	61%	68%	72%	58%	63%	
4th Math	50%	-	70%	67%	64%	
4th Writing	67%	68%	66%	63%	58%	
5th Reading	82%	81%	77%	84%	66%	
5th Math	86%	-	76%	85%	*	
5th Science	74%	72%	72%	82%	*	

Student Learning Strengths

Istation Data 2018-2019

- Pre-Kinder students performing in Tier 1 increased from 43% at BOY to % at EOY
- 1st students performing in Tier 1 increased from 38% at BOY to % at EOY

TEMI Data 2018-2019

Circle Data 2018-2019

District Benchmark Data

- 21.2% of 3rd grade bilingual students performed at the advanced level in reading.
- 27.3% of 3rd grade bilingual students performed at the proficient level or above in both reading and math.
- 64% of 3rd grade students demonstrated mastery in 3.5A representing one and two step problems using addition/subtraction on the district benchmark.
- 61% of 3rd grade students demonstrated mastery in 3.12A author's purpose, and 68% on 3.10A visualization on the district benchmark.
- 70% of 4th grade students demonstrated mastery of 4.2B and 67.27% of students on 4.2A on the district benchmark.
- 80.65% of 4th grade bilingual students demonstrated mastery of 4.3A and 70.97% of students on 4.4 on the district benchmark.
- 27.4% of 5th grade students performed at the proficient or above level in reading.

STAAR Performance

- 4th Grade reading increased from 58% in 2017 to 63% in 2018.

In 2017-2018 _____% of Special Ed. met or exceeded progress; In 2016-17 maintained 60% of Special Ed. met or exceeded progress; 2015, 60% of Special Ed students met Performance Target compared with 55% in 2014.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The students in 3rd thru 5th grades scored below 50% on math benchmarks in 2016-2017. **Root Cause:** Insufficient front loaded staff development.

Problem Statement 2: 5th Grade Science, 53% of students were approaching grade level in 2017-2018 STAAR test. **Root Cause:** Students were deficient in academic vocabulary in this content. Students also lacked hands on experimental opportunities.

Problem Statement 3: Fifth grade iStation data showed a decrease in Tier 1 from 35% (BOY) to 30% (EOY) and an increase in Tier 3 students from 32% (BOY) to 43% (EOY) in the 2017-2018 school year. **Root Cause:** Three of four teachers were new to the grade level and struggled to build relationships with students.

School Processes & Programs

School Processes & Programs Summary

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process. Based on STAAR data over the past three years in Reading and math, Loma Park's Curriculum, Instruction, and Assessment programs have performed above average compared to the district and is increasingly closing the gap in comparison to the state. As more updated resources become available in math, teachers will become more comfortable, therefore, more effective in teaching the new TEKS.

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process.

There is a need for implementing special programs at Loma Park to increase student's success in the area of Writing.

Also, the process of identifying struggling readers from an early age and referring them to accelerated instructional programs or other support programs such as dyslexia and special education needs to be reviewed and possibly ameliorated to improve the success rate of STAAR-level students.

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process. The campus needs to develop students to be equipped with supplies and resources to meet the 21st century challenges.

School Processes & Programs Strengths

- State Standards are embedded in all Supplemental Resource Content documents.
- Curriculum Based Assessments are aligned to the specific content standards and within the framework of the Unit Resource Guide (URG) curriculum planning calendar

75% (30/40) of the teachers at Loma Park have received Toolkit Training.

100% participation in the iStation computer program utilizing the ISIP Reading in both English and Spanish to track students' progress.

STAAR Reading averages, 3rd-5th, from 2013-2018 are above district averages. Although campus averages from 3rd-5th are below the state averages, increases are being made each year to close the gap. (verify)**

Although campus averages in the area of math are below the state average, the gaps in 3rd and 5th grades are closing over the two-year period from 2016-2017 and 2017-2018. (verify TAPR)

Fifth grade campus averages for STAAR math in 2017 and 2018 are above the district averages. (update) **

The teacher to student ratio declined from 2014 at 20.18% to 16.7% 2016-17. (update for 2017-2018)

The special education population is at 7.8% below the district average of 9.2% in 2015; 6.6% below the district average 9.7% in 2016; and 2017 Loma Park is at 7.4% which is below the districts 9.8% and below the state at 8.8%

- Internet accessible devices at every campus for classroom use
- Office 365 allows for online storage and collaboration between staff, teachers, and students
- Campus security is enhanced by security camera surveillance and door access

Every grade level has a laptop or Ipad cart.

All classrooms are equipped with an iPad, projector and Apple TV.

2 computer labs house 50 total computers

Regular use of adaptive, diagnostic, and interactive software programs for Istation and technology literacy application such as code.org, dreambox.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 4th, graders fall below the state average in the areas of reading, math, and writing. **Root Cause:** Need for professional development.

Problem Statement 2: 3rd, 4th, and 5th, graders fell below the state average in students performing at the met or exceeding progress in reading and math. **Root Cause:** Teachers target the lower performing and mid-level performing students.

Problem Statement 3: Writing is the lowest area (STAAR) with 66% passing rate in 2016, 63% passing in 2017, and 66% passing in 2018. **Root Cause:** There was a lack of professional development in the area of writing and the focus was not writing based.

Problem Statement 4: Outdated WiFi which cannot support our ever increasing environment of mobile devices and laptops. **Root Cause:** Old technology on our campus.

Problem Statement 5: Additional iPad carts to enhance technology projects. **Root Cause:** Grade levels are sharing carts and unable to have full access.

Perceptions

Perceptions Summary

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process.

We determined that PBIS plan needs to improve to better meet the needs of students and parents. Also, more parent volunteers are needed to participate regularly. At this time over 526 out of 760 have completed the district background checks but the presence is not felt on campus.

The CPOC along with the Loma Park staff analyzed data through a strategic planning process and identified strengths and needs through the SWOT process. The campus needs to improve communication and respectful interactions by planning team building activities.

Individual and class incentives need to be utilized to improve behavior and academics.

Student attendance needs to increase by providing incentives, rewards and continue Attendance Checks.

Strengths	Weaknesses	Opportunities
According to PBIS Survey, feelings of safety has increased from 1% - 13% and respect between 6% - 10%	Positive communication between faculty and staff has decreased by 5%.	We need to incorporate Team Building activities during Faculty Meetings and throughout the school day to rebuild communication and respect among faculty and staff.
There has also been an increase in the “6 or more times” category for hallway and restroom up to 7% in Expectations Taught, leaving classroom, and cafeteria with no increase higher % than less than 6 times.	According to Attendance Analysis Rate Sheet, in the school year 2017-2018, our campus was at 94.7% compared to the State with 95.9% and district at 93.9%; however, as of April, 2016-2017 school year, attendance for campus is at 95.4% (no data for district or state as of now).	Incorporate more on campus Staff Development and training programs to insure and decrease amount of students falling through the cracks.

Perceptions Strengths

Monthly newsletters and parent flyers are provided to parents in both English and Spanish.

Opportunities exist to educate and engage parents in understanding how to support their children.

There are opportunities for parent volunteers to engage in campus based projects or take home projects.

Meetings are presented in both English and Spanish.

Staff members conduct home visits to reach out to parents to provide them with information.

- District wide there was a 1% increase in students feeling safe in the hallways based on PBIS data.
- PBIS results show a 3% increase in students treating each other with respect in the hallways most of the time or all of the time.
- According to PBIS student survey reports (2016), 65% of students would tell an adult if they saw something illegal or dangerous on campus. In 2015 only 62% stated they would inform an adult.

- School database records show a decrease in overall discipline referrals from 5796 to 4051 (2013-2016).
- Physical Assaults\Fights>Contact have declined from 1010 to 861 (2013-2016).

Students stating that they have never experiencing bullying has increased from 46% in 2014-15 to 80% in 2015-16 according to the PBIS survey.

Behavior referrals have decreased from 127 in 2013-14 to 71 in 2014-15 down to 66 thus far in April of 2015-16.

Attendance checks insure that student attendance is monitored.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 50% of parents prefer meeting times at or after 6:30 p.m. **Root Cause:** The parents have jobs/careers that require them to be at work during school hours.

Problem Statement 2: There is an average of 15% of parent volunteers per year. **Root Cause:** The parents have jobs/careers that require them to be at work during school hours.

Problem Statement 3: CHAMPS or PBIS were not implemented with fidelity. **Root Cause:** PBIS training needs to be done more often due to teacher turnover, and revisited throughout the year.

Problem Statement 4: Faculty and staff treating each other with respect has decreased by 7% from 2015-16 to 2016-17. **Root Cause:** There has been a lack of teacher socials due to the lack of a social committee.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 1: READING/WRITING





- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on reading STAAR will increase from 62% to 70%, Meets standards will increase from 26% to 35% and Masters standard will increase from 12 to 15% by the end of school year 2021.

The percentage of students in 4th grade who meet approaches grade level standard on the Writing STAAR will increase from 42% to 70%. Meet standard will increase to 35% and master standard will increase to 15% by the end of the 2021 school year.

Evaluation Data Sources: The performance of this objective will be evaluated using 2020-2021 STAAR Scores.

<p>Strategy 1: Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources to include Think Up, Achieve 3000, iRead, and instructional materials that support research based strategies such as tiered Vocabulary, graphic organizers, exit tickets, anchor charts, student response materials, and technology to utilize resources such as iPads.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CBA, Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Pocket Charts, poster paper, post it notes, index cards, online resources, Mentoring Minds - 211 - Title I - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will develop the knowledge and skills to begin reading by participating in research-based literacy instruction with a focus on effective instructional practices that promote early reading success. Students will participate in whole group blended learning classrooms to enhance their literacy skills. Students will begin utilizing SeeSaw, TEAMs, synchronous and asynchronous platforms to demonstrate their reading growth, abilities, skill sets, checkpoints.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the SmartyAnts/Achieve 3000 Indicators of Progress, HMH Reading Assessments, mClass, NSGRA, Fountas & Pinnell reading levels, "Look-for" document and/or CBAs.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: independent reading books, instructional student materials, iPad pencils - 199 - State Compensatory PIC 30 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 3: Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity to include the use of a digital portfolio through Seesaw and Teams and intervention support through Achieve 3000.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on Unit assessments, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: AR, Seesaw, Achieve 3000, Scholastic Resources Scholastic Scoops and Magazine - 199 - State Compensatory PIC 30 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will participate in independent reading using the libraries, in which text selection is interesting, age appropriate, well written and accurately leveled.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on Curriculum Based Assessment's (CBA's), benchmarks, STAAR, Achieve 3000 and mClass reports and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Scholastic Books and Bins, personal independent reading books - 211 - Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. Independent writing practice will be set up in a blended environment to enable the students to practice the research-based writing strategies. Student supplemental writing resources that support grammar, revising and editing. Speech to text software to support the writing process. Professional Development to support teacher learning in writing on campus and off campus. File boxes are needed to collect student booklets and writing samples.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR, expected writing products aligned with MRG and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Presentation Board, Post it Wall Pad, Chart Tablet, File Folders, iPad pencils - 211 - Title I - \$18,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.</p> <p>Strategy's Expected Result/Impact: Increased students achievement in state, district, and local assessments as measured by the goals above.</p> <p>Staff Responsible for Monitoring: Principal, Dyslexia/504 teacher</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 7: Students in grades 1-5 will demonstrate mastery in a blended environment on teacher created assessments that focus on current TEKS as evident through daily exit tickets combined with the teacher assessment to gather data and make instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Increased students achievement in state, district, and local assessments as measured by the goals above.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional resources that support questioning inquiry and question stems, laptop/scanner - 211 - Title I - SIG (School Improvement Grant) - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 8: All students will participate in the balanced literacy model in a blended environment using appropriate text.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all areas of reading and writing.</p> <p>Staff Responsible for Monitoring: Principal, AP, Literacy Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: student literacy materials, teacher instructional resources - 211 - Title I - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 2: EARLY LITERACY

Increase the end-of-year percentage of students on level in literacy skills for Center for Improving Readiness of Children for Learning and Education (CIRCLE) Pre-K outcomes and increase the end-of-the-year performance for kindergarten through Second Grade literacy skills.

Evaluation Data Sources: The performance of this objective will be evaluated using CIRCLE and mClass results.

<p>Strategy 1: Pre-kindergarten students will participate in progress monitoring of literacy skills, from the administration of CIRCLE and Learning Accomplishment Profile V.3 (LAP 3), as well as tracking progress with the use of a planner that is uniform across the grade levels PK-2.</p> <p>Strategy's Expected Result/Impact: Increased student performance on the CIRCLE, end of year assessment and LAP3 Planner for PK-2 students</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coach, ECE Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Pre-K 2nd grade students will take the SmartyAnts and mClass assessment to measure the student's reading ability and skill development over time.</p> <p>PreK-2nd graders will engage in learning using synchronous and asynchronous platforms to supplement literacy, math, science and social studies curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Circle, beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) and universal screener reports. Provide engaging learning experiences using technology to increase student performance.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coach, ECE Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Pre-K through 2nd grade students will participate in Literacy intervention program based on their individual tier.</p> <p>Strategy's Expected Result/Impact: Increase student performance on Circle, BOY, MOY, EOY and Achieve 3000/smarty Ants and mClass reports.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coaches, ECE Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 4: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, language and communication, emergent literacy reading and writing, science, and social studies), as well as skill based learning centers in a blended and COVID-adapted classroom.</p> <p>Strategy's Expected Result/Impact: Increase student performance on CIRCLE, BOY, MOY, EOY. PreK students are entering Kindergarten prepared.</p> <p>Staff Responsible for Monitoring: Principal, Literacy Coaches, ECE Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pattern Blocks, Measuring Worms, Super Sorts, New Sprouts, - 211 - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Prek 4 and Kinder English Language Learner (ELL) students will participate in a summer bilingual program to develop and enhance biliteracy skills to prepare students for subsequent grade levels.</p> <p>Strategy's Expected Result/Impact: Increase student achievement using CIRCLE and Istation data</p> <p>Staff Responsible for Monitoring: Principal, Literacy coaches, Bilingual coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Utilize data from the Ages and Stages Questionnaire (ASQ) to assess and address student needs.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all areas and in SEL</p> <p>Funding Sources: - 205 - Head Start - \$100</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 3: MATHEMATICS





- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on math STAAR will increase from 60% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2021.

Increase the percent of students performing on grade level in early Pre-K math skills (CIRCLE) from 81% to 85%. Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade from 75% to 85% 2019-2021.

Evaluation Data Sources: The performance of this objective will be evaluated using 2018-2019 STAAR Scores;The performance of this objective will be evaluated using CIRCLE and Envision Diagnostic Tool results.

<p>Strategy 1: Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating in a blended environment.</p> <p>Strategy's Expected Result/Impact: increased student achievement on CBA, benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.</p> <p>Staff Responsible for Monitoring: Principal, AP, Literacy Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the blended math classroom. These instructional materials include Dream Box, publisher provided software and apps, and EStar/Mstar.</p> <p>Strategy's Expected Result/Impact: Increased student performance on CBA, Benchmarks, STAAR and software usage and performance data.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: K-2 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI).</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on TEMI assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Pre-kindergarten students will participate in progress monitoring of early math skills from the administration of CIRCLE.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 5: Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (mathematics) to ensure Kindergarten Readiness.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on LAP 3, CIRCLE, and BOY, MOY, EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Students in grades 1-5 will demonstrate mastery on unit assessments that focus on current TEKS. Teachers will utilize the Lead4ward leadership reports, to target areas of weakness.</p> <p>Strategy's Expected Result/Impact: Analyze the data from the leadership reports to determine the proper plan of action for instruction.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 7: All students will use the problem-solving process addressed in the process standards that incorporates analyzing, planning, solving, justifying, and evaluating to improve their critical thinking.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 8: All students will complete math tasks (i.e. Exemplars and Performing math) to demonstrate understanding of the problem-solving process. Region 4 instructional materials will be purchased to support student exit tickets and independent work stations.</p> <p>Strategy's Expected Result/Impact: All students will acknowledge and be aware of exemplars in order to transfer problem-solving skills on assessments.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional centers and exit tickets, Region 4 instructional materials will be purchased to support student exit tickets and independent work stations. - 211 - Title I - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 9: All students will use dreambox as an additional support to increase learning and achievement in their math classrooms. Students will receive math instruction support to facilitate small group intervention in a blended environment.</p> <p>Strategy's Expected Result/Impact: Students will show continuous growth through targeted practice based on intervention lessons provided by the program and assigned by the teacher.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p> <p>Funding Sources: Region 4 materials and substitutes - 211 - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June





<p>Strategy 10: Math teachers will implement Math workshop models to increase effective instruction in the classroom with the focus on student learning for all students.. Math workshop materials will meet expectations for a blended environment.</p> <p>Strategy's Expected Result/Impact: Students will be actively engaged in meaningful opportunities that will have an impact on student achievement, and enhance performance on their assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coordinator, Math Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 11: Teachers will use the Data protocols to accurately identify student needs, based on unit assessments and universal screeners Students will participate in Math intervention programs in a blended environment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.</p> <p>Staff Responsible for Monitoring: Principal, Math Coach, Teachers, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 12: Pre-K teachers will administer and use the CIRCLE assessment and monitor data a minimum of 3 times per year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 13: Students will participate in developmentally appropriate lessons that incorporate Pre-K guidelines to ensure kindergarten readiness.</p> <p>Strategy's Expected Result/Impact: Measurable growth and prepared for Kindergarten.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 14: Students grades 3-5 will use Motivation Math resources and other math supplemental material to include online resources in order to build TEK mastery and prepare for STAAR in math.</p> <p>Strategy's Expected Result/Impact: Increased student performance on Math assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Motivation math resources and online student access - 211 - Title I - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 4: SCIENCE

- The percentage of students in grade 5 who meet Approaches Grade Level standard on Science STAAR will increase from 54% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2020.

Evaluation Data Sources: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.





<p>Strategy 1: K-5 students will participate in a CER explore investigations. Students will explore scientific processes and applications of real-world scenarios.</p> <p>Strategy's Expected Result/Impact: Presentation of science projects.</p> <p>Staff Responsible for Monitoring: Principal, AP, Science Coach</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: investigation materials for science labs - 199 - Local - 11-6399-00838744000 - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes Science resources, such as, TCMPC Vertical Alignment document. Coverage for teachers will be provided for planning and data analysis.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR, appropriate program assessments and Laiser Fische reports.</p> <p>Staff Responsible for Monitoring: Principal, AP, Science Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will participate in some type of formative assessments to monitoring student progress of science concept development such as Mentoring Minds Science resource.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Science Coach</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will participate in engaging asynchronous lessons & will demonstrate concepts through student performance assessments. Professional development through region 20 will be provided to build teacher capacity.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and Laiser Fische reports.</p> <p>Staff Responsible for Monitoring: Principal, AP,</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: staff development and resources - 211 - Title I - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 5: INSTRUCTIONAL TECHNOLOGY

Student Achievement: Increase students highly engaged in remote learning from 27% to 60% via digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking ..

Evaluation Data Sources: Technology integrated lessons and technology products.





<p>Strategy 1: The Literacy and Content Coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool for blended learning environments.</p> <p>Strategy's Expected Result/Impact: increase percent of students highly engaged in remote/blended learning</p> <p>Staff Responsible for Monitoring: Literacy Coach, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Teachers will promote learning through the use of technology equipment and tools, software and applications.</p> <p>Strategy's Expected Result/Impact: increased student engagement in remote learning</p> <p>Staff Responsible for Monitoring: administration</p> <p>Funding Sources: technology equipment, cords, stands, ear phones, and related items - 205 - Head Start - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 6: PHYSICAL EDUCATION

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. Students will be actively engaged in physical education in a COVID-adapted environment

Evaluation Data Sources: Increased successful student participation in physical activity.

<p>Strategy 1: Students will participate in strength, conditioning, agility, and skills building programs that are modified for a COVID environment. Strategy's Expected Result/Impact: Measurement chart of student progress Staff Responsible for Monitoring: Principal, Coaches ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will be provided the tools, resources and venues to successfully participate in the athletic program in a blended environment. Strategy's Expected Result/Impact: Monthly evaluations on student progress Staff Responsible for Monitoring: Principal, Coaches ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 7: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION

Increase the effectiveness of instructional staff and teacher retention through job-embedded professional development focusing on highly effective strategies and content area knowledge.

Evaluation Data Sources: The performance of this objective will be measured using Eduphoria reports and improvements in walk through data

<p>Strategy 1: Teacher will participate in weekly PLC's to develop content concepts, increase rigor and to improve delivery of content instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal, A.P., Science Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: professional development - 211 - Title I - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Teachers will attend PLC's and training, during the school day, provided by campus leadership and content coaches to plan, and align TEKS for student achievement.</p> <p>Strategy's Expected Result/Impact: Improvement in student scores, participation, attendance and overall well being</p> <p>Staff Responsible for Monitoring: Principal, A.P. , Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Literacy Instructional Coaches will plan, coordinate, and implement a comprehensive school-wide program which facilitates learning; for modeling of effective lessons; for coaching teachers in all curriculum areas on how to enhance students literacy skills; for identifying staff development needs of the school and for providing staff development related to literacy as part of the problem solving process; and for working with school and community groups to help all students reach their highest potential. Retired educators will provide classroom support in a co-teach model for math and reading in grades 3-4-5.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on unit assessments, benchmark tests, and STAAR. Students will have more engaging classroom instruction that is student centered to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: staff resources, - 211 - Title I - \$23,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June





<p>Strategy 4: Teachers will attend job-embedded professional development targeting: balanced literacy, reading and writing strategies, vocabulary, and depth of knowledge to fully address the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student performance on unit and/or 6 week assessment; improvement on universal screeners, TEMI, Estar/Mstar.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches,</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>- Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 8: ATTENDANCE

To increase campus-wide student attendance to 96% or higher.

Evaluation Data Sources: PEIMS reports on student attendance rates





<p>Strategy 1: Establish neighborhood partnerships with parents to promote campaigns such as "Edgewood Proud" and to raise awareness of the importance of attendance. PSCC team will develop artifacts to support attendance initiatives and provide student incentives.</p> <p>Strategy's Expected Result/Impact: Review attendance data Staff Responsible for Monitoring: Principal, A.P., Social Worker, Parent Liaison, Data Clerk ESF Levers: Lever 3: Positive School Culture Funding Sources: posters, banners, student incentives - 211 - Title I - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: PSCC will serve as attendance committee to help collaborate with teachers, parents and students in areas of attendance improvement and coordinate incentives to increase attendance rates.</p> <p>Strategy's Expected Result/Impact: Review attendance data Staff Responsible for Monitoring: Principal, A.P., Social Worker, Parent Liaison, Data Clerk ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 9: COLLEGE and CAREER READY

- To increase performance in Domain 1: Meets 40% and Masters at 20%

Evaluation Data Sources: The performance of this objective will be evaluated using Achieve 3000 reports, and advanced level STAAR performance.





<p>Strategy 1: Students will participate in curricular knowledge in real world situations by participating in extra curricular activities that are COVID-safe such as: -Robotics -Chess -Fine Arts -Athletics-Golf, and reading programs such as Accelerated Reader, Bluebonnet Reading, Book of the Month. Students will partake in field trips based upon extracurricular activities that support reading initiatives.</p> <p>Strategy's Expected Result/Impact: Student performance in extra curricular activities as evidenced by increased student performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Librarian, Robotics teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Barnes and Nobles book order, drink, transportation, scholastic books - 199 - Local - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will participate in the externally operated after school challenge program providing K-5 students with homework assistance, educational games, and enrichment activities such as fine arts, nutrition, and physical fitness. Students in grade 3-5 will participate in tutoring during the day as a co-teach model utilizing retired substitutes to close the achievement gap in reading, writing, math, and science to support CCMR goals.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and academic achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: contracted services, tutoring services - 211 - Title I - \$35,455</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will participate in college and career readiness events to promote post-secondary education such as, College night and college campus visits</p> <p>Strategy's Expected Result/Impact: Increase number of students applying to college</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Counselors and Social Workers will conduct Virtual Career Day at Loma Park where speakers discuss course of study students need to follow in order to enter chosen career/profession.</p> <p>Strategy's Expected Result/Impact: Increased career awareness.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Counselors will provide students with ongoing guidance lessons about college and career and military readiness.</p> <p>Strategy's Expected Result/Impact: Increased career awareness</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 10: MEASUREMENT & ASSESSMENT





Student Achievement: Implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Sources: Compliance reports, assessments, and program evaluations.

<p>Strategy 1: Students will participate in assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on assessments and benchmarks.</p> <p>Results Driven Accountability</p> <p>Funding Sources: Printing - 199 - State Compensatory PIC 30 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Board Superintendent Goal 1: Focus on Student Success

Performance Objective 11: Provide Head Start Program in compliance with all program standards





Strategy 1: Meet all Head Start regulations in accordance with Health and Safety standards. Funding Sources: - 205 - Head Start - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide materials, technology, equipment, furniture, supplies and necessary support to manage the Head Start program on campus Funding Sources: - 205 - Head Start - \$12,000	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the parent and family engagement in a blended learning environment.





Evaluation Data Sources: The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

<p>Strategy 1: Parent Liaison will build respectful relationships with families and conduct parent workshops linked to learning in a blended learning environment. Strategy's Expected Result/Impact: sign-in documentation Staff Responsible for Monitoring: Parent Liaison/ Administration Funding Sources: - 211 - Title I - \$1,900</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Parent Liaisons will increase the parent engagement program by providing parents with training sessions, workshops that are aligned with school and district achievement goals and to connect families to help children at home. Strategy's Expected Result/Impact: Sign-in sheet data showing attendance trends at parental involvement activities Staff Responsible for Monitoring: Parent Liaison/ Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings. Strategy's Expected Result/Impact: Number of Returned Surveys Staff Responsible for Monitoring: Parent Liaison/ Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress. Strategy's Expected Result/Impact: Number of parents using Parents Portal. Staff Responsible for Monitoring: Parent Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 5: Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities. Strategy's Expected Result/Impact: Increase in Parental Involvement. Staff Responsible for Monitoring: Parent Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit. Strategy's Expected Result/Impact: Increase in Parental Involvement. Staff Responsible for Monitoring: Parent Liaison/ Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Board Superintendent Goal 2: Focus on Students, Families, and Community

Performance Objective 2: Provide Head Start services for three and four year old students and their families through partnership with City of San Antonio.





Evaluation Data Sources: Head Start Survey
Student CiRrCLE and LAP-3 performance

<p>Strategy 1: Create two model Head Start classrooms on the Loma Park campus that encourage developmentally appropriate early childhood practices in a supportive setting meeting Head Start compliance requirements.</p> <p>Strategy's Expected Result/Impact: Improved student performance on circle and LAP and increased services to families</p> <p>Staff Responsible for Monitoring: Instructional Coach Early Childhood / Head Start Department</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvement

Performance Objective 1: Loma Park Elementary will continue to engage in the professional learning community process. We will implement PLC structure at 100%.

Evaluation Data Sources: state assessment scores and monitoring reports

<p>Strategy 1: Loma Park will hire a consultant to provide input on campus systems and resources to support the Targeted Improvement Plan presented to TEA. Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Consultant fee - 211 - Title I - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Loma Park Elementary will establish artifacts that represent and reinforce positive school climate and culture. Campus artifacts will be printed and displayed strategically across campus that reflect the school values established through the campuses PSSC team. Strategy's Expected Result/Impact: Increase school morale and reinforce a positive school culture/climate Staff Responsible for Monitoring: PSSC Team ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.





Performance Objective 1: SPECIAL EDUCATION

Increase the number of Special Education students meeting the STAAR passing standard in grades 3 - 5 (PBMAS Indicators)

- Increase Special Education student performance in Reading STAAR (3-5) from 40% to 45%.
- Increase Special Education student performance in 4th grade Writing STAAR from 0% to 50%.
- Increase Special Education student performance in Science STAAR 5th grade from 40% to 50%.

Evaluation Data Sources: This objective will be evaluated using 2019-2020 PBMAS results.

<p>Strategy 1: Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities. Instructional resources will be purchased to support student learning in a blended environment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teacher/Principal</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - 211 - Title I - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teacher/Principal</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teacher/Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).</p> <p>Strategy's Expected Result/Impact: Increased student achievement based on IEP report card</p> <p>Staff Responsible for Monitoring: Special Education Teacher/Principal</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

<p>Strategy 5: Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing</p> <p>Strategy's Expected Result/Impact: use of eSped for all ARDs</p> <p>Staff Responsible for Monitoring: Special Education Teacher/Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities. Substitutes will be provided to continue schedule of services as Teachers consult with and monitor student IEP's in the general education setting</p> <p>Strategy's Expected Result/Impact: Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Substitutes - 211 - Title I - \$1,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 7: Special Education teacher and general education teacher will receive professional development on co-teach.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on Benchmarks, checkpoints and STAAR assessments</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Substitute and region 20 trainings - 211 - Title I - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

Increase the number of English language learners meeting the Approaches Grade level Standards on STAAR (PBMAS Indicators) in reading from 56% to 70%, meets at 23% to 35% and masters at 15% to 20%.

- Increase English learners performance in Writing STAAR (4th) meeting the approaches grade level standards from 38% to 70%, meets at 22% to 35% and masters at 6% to 15%.
- Increase English learners performance in Science STAAR (5th) meeting the approaches grade level standards from 35% to 70%, meets at 10% to 35%, and masters at 0% to 15%.
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years .

Evaluation Data Sources: The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

<p>Strategy 1: ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students</p> <p>Strategy's Expected Result/Impact: Students will engage in writing activities based on ELPS English Language Proficiency Standards.</p> <p>Staff Responsible for Monitoring: ESL/Bilingual Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELlevation Platform.</p> <p>Additional resources to provide curriculum support will be provided to K-5 teachers for ESL instruction.</p> <p>Strategy's Expected Result/Impact: ELL student performance on TELPAS, STAAR</p> <p>Staff Responsible for Monitoring: ESL/Bilingual Teachers</p> <p>Funding Sources: ESL Instructional resources - 211 - Title I - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.





Performance Objective 3: MIGRANT EDUCATION

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.

Increase the number of Migrant students meeting the STAAR passing standard in grades 3 - 5 (PBMAS Indicators)

- Migrant student performance in Reading STAAR (3-5) will meet 75%.
- Increase Migrant student performance in 4th grade Writing n/a
- Increase Migrant student performance 5th grade Science n/a

Evaluation Data Sources: Provided through shared service arrangement with Region 20





Strategy 1: Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness. Strategy's Expected Result/Impact: PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs Staff Responsible for Monitoring: Parent Liaison/ Administration Funding Sources: - Region XX Shared Services Agreement	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round Strategy's Expected Result/Impact: Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list Staff Responsible for Monitoring: Administration Funding Sources: - Region XX Shared Services Agreement	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round Strategy's Expected Result/Impact: Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment. Staff Responsible for Monitoring: Administration Funding Sources: - Region XX Shared Services Agreement	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 4: GIFTED and TALENTED

50% of our Gifted and Talented students in grades 3rd-5th will perform at the masters level on state assessments.

Evaluation Data Sources: Master grade level expectations on STAAR performances

Strategy 1: District Elementary GT students will be offered a GT curriculum that includes the GT Texas Performance Standards. Strategy's Expected Result/Impact: Project completion for every GT student. Staff Responsible for Monitoring: District GT Teacher	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Elementary GT students (K - 5) will participate in advanced level lessons. GT students will attend instructional field trips that support CCMR opportunities . Strategy's Expected Result/Impact: Masters levels performance Staff Responsible for Monitoring: District GT Teacher Funding Sources: field trips and transportation - 211 - Title I - \$2,500	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.





Performance Objective 1: GUIDANCE PROGRAM

Provide developmental guidance that addresses responsive services and supports social and emotional well-being of students, parents and staff in a blended environment

Evaluation Data Sources: Increased academic achievement and attendance rate

<p>Strategy 1: Counselors and social worker will conduct school groups targeting character traits, social skills and organizational skills</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals increased results on survey data</p> <p>Staff Responsible for Monitoring: Counselors/Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 2: Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline referrals</p> <p>Staff Responsible for Monitoring: Social Workers</p> <p>Funding Sources: - 199 - State Compensatory PIC 30 - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 3: Counselors and Social Workers will organize events to promote positive family relationships</p> <p>Strategy's Expected Result/Impact: Positive survey results</p> <p>Staff Responsible for Monitoring: Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 4: Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through:</p> <p>GUIDANCE CURRICULUM</p> <ul style="list-style-type: none"> - Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior <p>Strategy's Expected Result/Impact: Increased number of guidance lessons provided to students will promote student success.</p> <p>Staff Responsible for Monitoring: Counselors/Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June





<p>Strategy 5: Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES:</p> <ul style="list-style-type: none"> -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Misbehavior - School-avoidance -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress <p>Strategy's Expected Result/Impact: Decreased in discipline referrals. Increased in Student Attendance.</p> <p>Staff Responsible for Monitoring: Counselors/Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
<p>Strategy 6: Assist students to monitor and understand their own development for the purpose of student planning and goal setting</p> <p>Areas addressed through: INDIVIDUAL PLANNING:</p> <p>Educational:</p> <ul style="list-style-type: none"> - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores <p>Career:</p> <ul style="list-style-type: none"> - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits <p>Personal-Social:</p> <ul style="list-style-type: none"> - Development of healthy self-concepts - Development of adaptive and adjustive social behavior <p>Strategy's Expected Result/Impact: Students will gain self-knowledge and awareness of personal/social development.</p> <p>Staff Responsible for Monitoring: Counselors/Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June

Strategy 7: Implementation of anti-bullying comprehensive curriculum in K-12 classrooms Strategy's Expected Result/Impact: Decreased number of bullying incidents Staff Responsible for Monitoring: Counselors/ Social Worker	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 8: Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents Strategy's Expected Result/Impact: Positive survey results and reduced bullying incidents Staff Responsible for Monitoring: Director of Student Support Services	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 9: Childsafe will provide required training on child and sex abuse reporting policies to all staff members Strategy's Expected Result/Impact: Childsafe reports Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 10: Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents. Strategy's Expected Result/Impact: Student Support Service log Staff Responsible for Monitoring: Counselors/ Social Worker	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 2: Decrease the number of students whose health screenings go unaddressed to fewer than 6.8% for vision, and fewer than 1.6% for hearing.

Evaluation Data Sources: The performance of this objective will be evaluated using reports from the Child Health Reporting System.

Strategy 1: School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s). Strategy's Expected Result/Impact: Student referral log data Staff Responsible for Monitoring: Nurse	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Nurse will attend training so they can provide quality care to all students. Strategy's Expected Result/Impact: Sign-in sheets and state mandated certificates Staff Responsible for Monitoring: Nurse	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Loma Park Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611201112111000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$200.00
19911611800112111900	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
19911611900112111000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,682,141.00
19911612900112134000	6129 Salaries or Wages for Support Personnel	\$79,503.00
19911614200112111000	6142 Group Health and Life Insurance	\$118,104.63
19911614200112134000	6142 Group Health and Life Insurance	\$20,377.22
6100 Subtotal:		\$1,903,325.85
6300 Supplies and Services		
19923639900112199000	6399 General Supplies	\$2,400.00
6300 Subtotal:		\$2,400.00
6400 Other Operating Costs		
19911649900112111000	6499 Miscellaneous Operating Costs	\$2,000.00
6400 Subtotal:		\$2,000.00

Personnel for Loma Park Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Educational Aide	Kinder Ed. Aide	Instr. Support -State Comp Ed.	.5
Pre Kinder 4	Pre Kinder 4 Teacher	Instructional -State Comp Ed. Pre K	.5
Pre-K Educational Aide	Pre-Kinder Aide	Instr. Support -State Comp Ed. PrK	.5
Pre-K Educational Aide II	Pre-Kinder Aide II	Instr. Support -State Comp Ed. PrK	.5
Pre-K Educational Aide II	Pre-Kinder Aide II	Instr. Support -State Comp Ed. PrK	1
Pre-K Educational Aide II	Pre-Kinder Aide II	Instr. Support -State Comp Ed. PrK	.5
Pre-K Teacher	Pre-Kinder Teacher	Instructional - State Comp Ed PrK	1
Pre-K Teacher	Pre-Kinder Teacher	Instructional - State Comp Ed PrK	.5
Pre-K Teacher	Pre-Kinder Teacher	Instructional - State Comp Ed PrK	.5
Social Worker	Social Worker	Support Services - State Comp Ed	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our comprehensive needs assessment will be reviewed throughout the process of our academic school year. Our goals and use of funds will be geared towards academic results and proficiency with student success in mind. The CPOC committee will be able to adjust and modify the needs of individual grade levels, groups and the campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The stakeholders in our campus have contributed to our campus improvement plan. The plan will be monitored and reviewed with our staff and guided by our CPOC committee. We will coordinate efforts around the Targeted Improvement Plan that is also in effect for the entire year.

2.2: Regular monitoring and revision

Monitoring and revision will be regulated by referencing the document and will include all purchases or use of the budget. The monitoring of results from assessments will be coordinated with the plan and modified in the process of expected gains and end of year results.

2.3: Available to parents and community in an understandable format and language

The plan will be available to parents at the front office and it will be reviewed with our PTA organization at the meetings in the Fall and the Spring. It will be uploaded to our website.

2.4: Opportunities for all children to meet State standards

The opportunities for all students will include in class instruction and after school tutorials that will be coordinate with our teachers and shared with all of our parents. The specific times and focused areas will be clearly depicted for reference.

2.5: Increased learning time and well-rounded education

Increased learning time for students to receive a well-rounded education will be the primary focused for all students that are depicted in their areas of growth. A comprehensive plan will be followed for teachers to help in tutorials and how to guide the students with failure rates.

2.6: Address needs of all students, particularly at-risk

At-risk students will be addressed through the MTSS/RtI process and guided through the help and guidance of our counselor and administrative team. Timed reviews throughout each semester will be guided with expectations and plans per student.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and family engagement will be guided through out parent liason and district department for parent engagement with calendared events. Phone calls and school messenger will promote events, as well as monthly parent newsletters on all information.

3.2: Offer flexible number of parent involvement meetings

Monthly coffee with the principal events to discuss items that pertain to Loma Park.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Content Instructional Coach	Content Instructional Coach	Instructional -Title I, Part A	2
Literacy Instructional Coach	Literacy Instructional Coach	Instructional -Title I, Part A	3
Parent Liaison	Parent Liaison	Family Engagement -Title I, Part A	.5

Campus Funding Summary

199 - State Compensatory PIC 30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	independent reading books, instructional student materials, iPad pencils		\$3,000.00
1	1	3	AR, Seesaw, Achieve 3000, Scholastic Resources Scholastic Scoops and Magazine		\$5,000.00
1	10	1	Printing		\$5,000.00
5	1	2			\$600.00
Sub-Total					\$13,600.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	investigation materials for science labs	11-6399-00838744000	\$3,000.00
1	9	1	Barnes and Nobles book order, drink, transportation, scholastic books		\$3,000.00
Sub-Total					\$6,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pocket Charts, poster paper, post it notes, index cards, online resources, Mentoring Minds		\$8,000.00
1	1	4	Scholastic Books and Bins, personal independent reading books		\$2,000.00
1	1	5	Presentation Board, Post it Wall Pad, Chart Tablet, File Folders, iPad pencils		\$18,000.00
1	1	8	student literacy materials, teacher instructional resources		\$15,000.00
1	2	1			\$1,000.00
1	2	2			\$4,000.00
1	2	4	Pattern Blocks, Measuring Worms, Super Sorts, New Sprouts,		\$1,000.00
1	3	8	Instructional centers and exit tickets, Region 4 instructional materials will be purchased to support student exit tickets and independent work stations.		\$500.00
1	3	9	Region 4 materials and substitutes		\$0.00
1	3	14	Motivation math resources and online student access		\$6,000.00
1	4	4	staff development and resources		\$600.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	professional development		\$600.00
1	7	3	staff resources,		\$23,000.00
1	8	1	posters, banners, student incentives		\$6,000.00
1	8	2			\$3,000.00
1	9	2	contracted services, tutoring services		\$35,455.00
2	1	1			\$1,900.00
3	1	1	Consultant fee		\$20,000.00
4	1	1			\$3,000.00
4	1	6	Substitutes		\$1,200.00
4	1	7	Substitute and region 20 trainings		\$600.00
4	2	2	ESL Instructional resources		\$8,000.00
4	4	2	field trips and transportation		\$2,500.00
Sub-Total					\$161,355.00
205 - Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$100.00
1	5	2	technology equipment, cords, stands, ear phones, and related items		\$3,000.00
1	11	1			\$1,000.00
1	11	2			\$12,000.00
Sub-Total					\$16,100.00
211 - Title I - SIG (School Improvement Grant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional resources that support questioning inquiry and question stems, laptop/scanner		\$1,000.00
Sub-Total					\$1,000.00
Region XX Shared Services Agreement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	2			\$0.00

Region XX Shared Services Agreement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$198,055.00

Addendums