

Center Independent School District
Center Elementary School
2025-2026 Campus Improvement Plan



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Family and Community Engagement	13
School Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas	19
Goal 2: Promote the engagement of parents and community members to build relationships.	34
Goal 3: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.	36
State Compensatory	41
Budget for Center Elementary School	41
Personnel for Center Elementary School	41
Title I Personnel	43
Campus Funding Summary	44

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

A campus needs assessment was conducted at the beginning of the 2021-2022 school year.

Thirteen questions were asked. These were to be rated on a scale of 1 (Strongly Disagree) to a 5 (Strongly Agree.) Fifty eight responses resulted in the following ratings:

Overall campus results were as follows:

Our school is a strong and inviting place for students to learn. 4.83

Our school promotes academic success for all students. 4.78

Our school sets high standards for academic performance for all students. 4.64

Our school emphasizes helping students academically when they need it. 4.81

Our teachers provide challenging instruction. 4.59

Our school promotes personnel participation in decision-making that affects school practices and policies. 4.03

Our school handles discipline problems consistently. 3.78

Our school values communication and routinely engages with parents. 4.35

Our school promotes literacy at school and in the community. 4.76

Our school is a supportive and inviting place for staff to work. 4.32

Staff development provided by our school supports/enhances teaching in the classroom. 4.22

Staff have the opportunity to attend staff development that is relevant to the individual. 4.35

Interventions are in place to assist students who demonstrate the need for additional support. 4.68

Demographics

Demographics Summary

The Demographics of Center Elementary School are diverse.

Demographics Strengths

Teachers are required to be ESL certified.

New comers receive targeted, small group instruction by a bilingual teacher.

We have increased the number of staff who are bilingual.

We actively recruit and seek out Bilingual teachers by attending job fairs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student population changes our instruction will need to change in order to address individual student needs and to accommodate the diverse cultures represented in our district.

Root Cause: This will include: Employing staff to facilitate communication with parents and staff development in effective instruction for diverse learners. Actively recruit staff that are representative of our student population (Hiring of more African-American and Hispanic teachers and increasing the number of male teachers on campus).

Problem Statement 2: Continuing to seek more effective ways to communicate with and involve our parents (specifically our Spanish and Burmese speaking parents, and our economically disadvantaged parents).

Student Achievement

Student Achievement Summary

1. How is student achievement data disaggregated?

- By tested grade, subject & performance level.
- We meet by grade level to disaggregate data based on skills taught.
- We often adjust WIN groups based on data meetings and students needs addressed in that meeting.

2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (TAPR report)

- Ethnicity for 3rd Reading: Approaches grade level: African American - 72%, Hispanic - 71%, White - 79%, 2 or more races - 100%
- Ethnicity for 4th Reading: Approaches grade level: African American - 77%, Hispanic - 70%, White - 65%, 2 or more races - 80%
- Ethnicity for 5th Reading: Approaches grade level: African American - 73%, Hispanic - 69%, White - 80%, 2 or more races - 71%
- Ethnicity for 3rd Math: Approaches grade level: African American - 33%, Hispanic - 59%, White - 63%, 2 or more races - 100%
- Ethnicity for 4th Math: Approaches grade level: African American - 42%, Hispanic - 61%, White - 61%, 2 or more races - 60%
- Ethnicity for 5th Math: Approaches grade level: African American - 63%, Hispanic - 79%, White - 70%, 2 or more races - 57%
- Ethnicity for 5th Science: Approaches grade level: African American - 60%, Hispanic - 61%, White - 77%, 2 or more races - 71%
- Economically disadvantaged approaches grade level:
Math: - 68 %, Reading: %-Science: %-
- Special programs: Special Ed approaches grade level Reading-30% , Science-27%, Math -34%
- Special programs: 504 students approaches grade level Reading-63% , Science-56%, Math -59%
- Special program: EB/EL approaches grade level - Reading-69%, Science-68%, Math-68%

In what areas are we showing growth? What areas are we not?

- The Science scores were significantly higher for this year compared to last with an increase of 23% for approaches grade level as a cohort group.
- Overall, the math content was a low area for all grade levels and ethnicities except for 5th grade. The African American students had the lowest performance for 3rd math than any other group, grade level, or content at 33% approaches.
- Special education students were at 34% or below for the approaches category in all subjects. This is an area of concern and a needed focus area.

3. What impact are intervention programs having on student achievement?

- It appears that students in Special Services and ELL programs have not improved.

4. Which students are benefitting and which are not?

- All students who attend small group intervention classes benefit from the specialized instruction. Oftentimes, they are meeting these students on their level and closing gaps that would otherwise not be met in a general education classroom.

5. What does the data reflect within and among content areas? Which student groups are making progress? Why?

- Math declined for the number of students that were Approaches for STAAR for third and fourth grades. The fifth grade math scores increased from 56% to 74% for the Approaches category.
- Reading Increased for the number of students that were Approaches for STAAR for third and fifth grades. The fourth grade reading scores decreased from 80% to 73% for students at the Approaches category, but it was an increase of 4% for the cohort group.
- Science increased for the number of students that were Approaches for STAAR for fifth grade from 45% in 23-24 to 68% in 24-25 for that content area.
- Areas of decline had classes with long-term subs due to the regular classroom teacher being out on FMLA. The absence of the trained and certified teacher for that content impacted the overall achievement for that group of students.
- Adjustments for instructional practices for the Science classes as well as the implementation of a new curriculum positively impacted the student growth for the 5th grade science assessment.
- Implementation of MCLASS intervention lessons for the Reading content impacted student achievement in classes where it was used with fidelity for small group interventions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Subpopulations (with a distinct focus on Special Education, ELL's and African American) within results need to be targeted with intensive interventions in all content areas.

Problem Statement 2: Recruitment of teachers who are specialized in Reading and Math.

Problem Statement 3: Continued teacher trainings in researched based instructional practices.

Problem Statement 4: Build in additional ways for students to develop more stamina in both reading and test taking.

School Culture and Climate

School Culture and Climate Summary

- Overall, students have positive things to say about their campus. The majority of students feel as though they are cared about by their teachers and principals. Students listed the following as things they like about school: recess, teachers, friends, field day, field trips, lunch, & PE. Things they wish they could change are as follows: less days of school and/or a shorter school day, more field trips, more PE, double the amount of recess, and that all students were treated the same. The lowest reported areas were the questions related to student safety at school and respect for differences. Overall, staff seems to have positive things to say about our campus as well. Teachers feel as though our campus is safe and inviting, and that we provide challenging instruction for students. 73% of staff believe that administrators are consistent with discipline and that students receive the academic help they need. Teachers listed the major barriers to their position as student behaviors and lack of training.
- The rates were comparable to the previous year and fell within the goal for overall yearly average. The student needs liaison called parents daily when students were absent, held attendance meetings, and sent home letters to promote awareness and accountability. Incentives should be put into place to promote attendance for the upcoming year.
 - 23-24 attendance rate: 95%
 - 24-25 attendance rate: 95.0%
 - The majority of staff surveyed view the climate and culture of campus in a positive light. We know this due to a survey that was completed by 29 staff members.
 - Teachers are assigned to content teams to plan together weekly. They delegate representatives to serve on the CEIC committee and DEIC committee. Team leads are selected to represent each team.
 - Student Response from Survey: 300 responses
 - 65% of students agree that they feel safe at school. 24% were neutral.

School Culture and Climate Strengths

Our campus is very student-centered.

Academic Teaming - has contributed to an increase in staff collaboration, planning, support and teamwork. This culture has greatly contributed to overall student success.

School-Wide Discipline Plan - Decreased number of out of class placements, which increased learning. The use of positive reinforcement (Incentive Days) helps motivate students to act better and work harder.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to incorporate more opportunities for parents to volunteer to help with school activities.

Problem Statement 2: Develop a better system to communicate the positive things going on at CES as well as upcoming events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention rate for 24-25:

Retirements: 1

Resignations: 6

Returning: 27

CISD provides several professional development opportunities through EDUHERO for mandatory updates annual. Other professional development opportunities are offered through Region 7. Curriculum support from district admin partipate in all planning meets to provide additional support. Beginning of year PD included: Navigating the TELPAS tightrope, MCLASS training, and Small Group Instruction. New teachers to the profession were provided ongoing training through The Get Better Faster Program.

Feedback from teacher observations are shared through Form-works forms and TTESS observation reports in DMAC. Teachers are provided a pre-conference and post-conference meeting for both the formal and summative reviews. Teachers participated in required annual updates through Eduphoria. Reading teachers participated and completed training for MCLASS intervention implementation. Several attended the TCEA conference and the FITT conference provided by Region 7.

Staff Quality, Recruitment, and Retention Strengths

CES strives to recruit highly qualified teachers, many of which are from our local community. We attend job fairs and make every attempt to recruit the best candidates possible. We also have many instructional aides that are currently working towards their teacher certification. We want to grow and retain teachers on our campus. CES provides new teacher orientation for teachers to acclimate them to the district and the campus. CES assigns mentors for those teachers new to the district. Mentor staff received training in the summer prior to becoming an official mentor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We will work to provide more support and mentoring for new teachers as well as providing more opportunities for staff to participate in on-campus and off-campus staff development.

Problem Statement 2: With the changing demographics of our community, CES needs to recruit more bilingual and minority teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS resource is the district approved curriculum that is provided to all content area teachers. Science uses HMH, Social studies using Studies Weekly, Math uses StemScopes Math, and Reading uses McGraw Hill. Teachers are required to complete lesson plans that align with TEKS Resource. Teachers post targets that link to TEKS. Supplemental materials were provided such as LoneStar learning, IXL, and MCLASS for practice with STAAR type testing questions or targetted intervention materials.

Required screeners are administered annually to support decisions for student services such as RTI, Intervention, EB support. The campus uses MAP Testing, Benchmark scores, and Unit Assessments to measure student growth, drive instruction for reteaching, tutorials, and small groups. Assessments are given BOY, MOY, EOY to determine overall growth for students. Unit tests show levels of mastery for TEKS taught each 9 weeks and analyzed through DMAC reports.

Teachers use a variety of strategies to engage students and get them to want to learn. See examples: Mini Lessons , Flocabulary, Interactive Notebooks, Think UP Math, Brain Pop, Lead4Ward Strategies, Small Groups.

Individual student "Give Me Five" goal sheets, student growth and increased MAP scores all show the effectiveness of our curriculum and strategies to best support students who are struggling. MCLASS screeners show student growth from BOY to EOY.

Unit assessments and other formal assessments give staff a good representation of student performance. Teachers are able to use DMAC reports and math and reading screener reports to find areas that students need to improve on. An assessment calendar was created to streamline testing and allow more time for instruction in the classroom.

Curriculum, Instruction, and Assessment Strengths

- Academic Teaming
- Instructional support
- Planning time, teaming time and scheduled weekly data meetings
- Small groups
- Flexibility in scheduling
- MAP Reading
- Teacher input on assessments eases student anxiety and makes assessing fair and equitable

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading and writing (specifically our SPED, AA and ELL students) is an area in which we are targeting campus-wide in all subjects.

Family and Community Engagement

Family and Community Engagement Summary

We communicate with parents and stakeholders via email, phone calls, and Parent Square. A communication specialist was hired to promote events and share information this year. The Parent Square app was an added tool to improve communication.

Parents and community members are involved or invited to attend STEM night, Field Day, Book Bingo, Christmas programs, award ceremonies, and See You at the Pole. Parents are invited to the parent-teacher conferences to meet requirements for Title 1 where the Campus Compacts are provided.

Families and community members may be involved in school decisions by giving oral feedback to teachers and administrators, invited to Title 1 meetings, asked to serve on the CEIC committee, and invited to participate in surveys provided annually.

The school provides bilingual teachers, paraprofessionals, and secretaries who can translate in Spanish. In addition, letters that are sent home may be translated in Spanish. The parent square app translates information into the students' home languages.

Various services are available to support students in special programs including intervention programs, counseling services, occupational therapy, speech interventions, physical therapy, English as a Second Language (ESL) programs, Gifted and Talented programs, and Special Education programs.

Family and Community Engagement Strengths

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: CES needs to increase family and community involvement at all levels and with all ethnic groups. We struggle with getting involvement from the community and parents.

School Organization

School Organization Summary

CES has implemented processes, structures and staff leadership opportunities to focus on continually improving the quality of teaching and learning.

District/Campus goals are communicated through campus meetings. We will use DMAC data, State assessment data and walkthrough data to monitor the progress of goals. Goals will be evaluated multiple times throughout the year through administrative and staff meetings and documented within the framework of the Campus Plan.

School Organization Strengths

- Academic Teaming
- Departmentalization
- Reading Enrichment
- Administrator and Teacher Leadership
- Flexibility in scheduling
- Maximization of learning time

Problem Statements Identifying School Organization Needs

Problem Statement 1: Continue refining Academic Teaming and RtI processes.

Technology

Technology Summary

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Problem Statements Identifying Technology Needs

Problem Statement 1: More in-depth training with time to create/setup technology along with follow up support needs to be increased.

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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas

Performance Objective 1: At least 80% of students will reach their annual growth goal and academic achievement in STAAR Reading.

High Priority

Evaluation Data Sources: CBAs, MCLASS Screeners, state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will meet weekly with instructional staff to discuss unit planning designs, student learning targets, and learner-centered instructional strategies utilizing the Bluebonnet Learning Curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in STARR passing percentages or STAAR growth points. Increase in students meeting their growth measure for MCLASS</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Instructors, Director of Instruction and Rtl</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: TEKSRS / McGraw Hill Reading Curriculum - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,940.98, Classroom Instructional Programs - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$42,525.67, Classroom Instructional Programs - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - Title V - \$12,374.85</p>	Formative			Summative
	Dec	Feb	Apr	June
	 <p>Moderate Progress</p>	 <p>Considerable</p>		

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with at least 90 minutes of reading instruction daily. Supporting staff will go into each reading classroom to provide assistance for small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, mCLASS, TELPAS, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals Reading Specialist Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: RTI Clerk/Para Reading Support, Reading Teachers, Student Interns, Instructional Aides - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$130,088.89</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided a 30 minute intervention period built into the regular school day to enable teachers to target specific student needs by utilizing the mCLASS intervention lessons.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, mCLASS Screeners, TELPAS, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Staff, Paraprofessionals, Director of Instruction and RtI</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	

Strategy 4 Details	Reviews			
<p>Strategy 4: Student Growth Goals will be charted for DMAC Assessments and progress will be tracked and rewarded using the "Level Up" Growth Goal System. Students earn icons to track their growth on a grade level game board at each mid and end of grade level DMAC assessment period.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBA, mCLASS, TELPAS, and STAAR results</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal ESL Teacher Instructional Staff Director of Instruction and RtI Chief Academic Officer</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: ESL Teacher - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$4,586</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development opportunities that support campus goals for student improvement.</p> <p>Strategy's Expected Result/Impact: Improved instruction resulting in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum & Instruction Chief Academic Officer Director of Special Programs Director of Special Education</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Academic Content Coop, Region 7 - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,757.17, Administrative Leadership Coop - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$714, Region 7 Service Center Contracts - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$8,048.66, Professional Conferences including TEPSA - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$878</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 6 Details	Reviews			
<p>Strategy 6: Data meetings will be held after DMAC assessments each grading period to evaluate student data to adjust instruction, tutoring, acceleration, and intervention. Individual student growth will be monitored to target specific sub-pops.</p> <p>Strategy's Expected Result/Impact: Improvement in CBA and state assessment data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Staff, Reading Specialist, Director of Instruction and RtI Chief Academic Officer</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: DMAC, TEKScore, TAG, State Assessment, Lead4ward - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,381.80, Rosetta Stone - 263-Title III - \$2,750, TestHound - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$1,775</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas

Performance Objective 2: At least 75% of students will reach their annual growth goal and academic achievement in STAAR Math.

Evaluation Data Sources: Increase in STAAR passing percentages or STAAR growth measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will meet weekly with instructional staff to discuss unit planning designs, student learning targets, and learner-centered instructional strategies utilizing the Bluebonnet Learning curriculum.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for STAAR passing percentages</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum & Instruction Chief Academic officer</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with at least 90 minutes of math instruction daily with an emphasis on small group instruction. Supporting staff will go into each classroom to provide assistance during small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for STAAR passing percentages Increased opportunities for students to meet their annual growth goals</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum & Instruction Chief Academic officer</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided a 45 minute campus-wide intervention built into the regular school day to enable teachers to target specific student needs based on DMAC assessments and mCLASS Math Screeners.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for STAAR passing percentages Increased opportunities for students to meet their annual growth goals</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Curriculum & Instruction Chief Academic officer</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development opportunities that support campus goals for student improvement.</p> <p>Strategy's Expected Result/Impact: Improved instruction resulting in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Data meetings will be held after DMAC assessments each grading period to evaluate student data to adjust instruction, tutoring, acceleration, and intervention. Individual student growth will be monitored to target specific sub-pops.</p> <p>Strategy's Expected Result/Impact: Increased achievement for CBA, state assessments, and annual screeners</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 6 Details	Reviews			
<p>Strategy 6: Student Growth Goals will be charted for DMAC Assessments and progress will be tracked and rewarded using the "Level Up" Growth Goal System. Students earn icons to track their growth on a grade level game board at each mid and end of grade level DMAC assessment period.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBAs, mCLASS Screeners, and STAAR achievement and growth</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principal ESL Teacher Instructional Staff Director of Instruction & RTI Chief Academic Officer</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas

Performance Objective 3: At least 60% of students will reach their annual growth goal and academic achievement in STAAR Science.

Evaluation Data Sources: Increase in STAAR passing percentages or STAAR growth measures for 5th Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will meet weekly with instructional staff to discuss unit planning designs, student learning targets, and learner-centered instructional strategies utilizing the HMH curriculum. Supplemental resources will be provided to enhance the learning opportunities and incorporate technology including HMH Learning Labs.</p> <p>Strategy's Expected Result/Impact: Improved Horizontal and Vertical Alignment Increased implementation of High Quality Instructional Practices Increased student performance on CBAs and state assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: HMH Science Consumable Kits - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,099.02, Bilingual Classroom Supplies - 263-Title III - \$26.15</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with at least 45 minutes of science instruction daily with an emphasis on small group instruction and hands-on lab activities.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for STAAR passing percentages for 5th Science Increased opportunities for students to meet their annual growth goals for CBAs</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities that support campus goals for student improvement.</p> <p>Strategy's Expected Result/Impact: Improved implementation of curriculum Implementation of High Quality Instructional Practices Increased teacher support</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 4 Details	Reviews			
<p>Strategy 4: Data meetings will be held after DMAC assessments each grading period to evaluate student data to adjust instruction, tutoring, acceleration, and intervention. Individual student growth will be monitored to target specific sub-pops.</p> <p>Strategy's Expected Result/Impact: Improvement in CBAs, state assessment data</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Student Growth Goals will be charted for DMAC Assessments and progress will be tracked and rewarded using the "Level Up" Growth Goal System. Students earn icons to track their growth on a grade level game board at each mid and end of grade level DMAC assessment period. Tracking will be completed for 4th and 5th grade students in preparation of the 5th Grade Science STAAR Assessment.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments, CBAs, TELPAS, and 5th grade STAAR achievement levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal ESL Teacher Instructional Staff Director of Instruction & RTI Chief Academic Officer</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas

Performance Objective 4: Emphasis will be placed on the overall academic achievement of non-tested subjects such as Social Studies, Music, Art, Computer Lab, and PE by establishing a solid foundation for future success in these areas.

Evaluation Data Sources: Positive school culture
Improved development of a well-rounded student and overall educational opportunities for low SES students

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will meet weekly with instructional staff in Social Studies to discuss unit planning designs, student learning targets, and learner-centered instructional strategies utilizing the Studies Weekly. Supplemental resources will be provided to enhance the learning opportunities and incorporate technology such as Quaver Ed (Health & Music), and Typing.com (computer).</p> <p>Strategy's Expected Result/Impact: Improved implementation of curriculums Implementation of High Quality Instructional Practices Increased teacher support</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 7 Fine Arts Service Contract - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$110, Field Trip Piney Park 3rd Grade - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,600</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with at least 45 minutes of instruction daily with an emphasis on small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased achievement and background knowledge for Social Studies concepts</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum & Instruction Chief Academic Officer</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities that support campus goals for student improvement.</p> <p>Strategy's Expected Result/Impact: Improved instructional practices Increased student performance Positive campus culture</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum & Instruction Chief Academic Officer</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 4 Details	Reviews			
<p>Strategy 4: Data meetings will be held after DMAC assessments and/or screeners each grading period to evaluate student data and student performance to adjust instruction, tutoring, acceleration, and intervention. Individual student growth will be monitored to target specific sub-pops.</p> <p>Strategy's Expected Result/Impact: Increased performance on CBAs for Social Studies Improvement of skills for student portfolios for Art & Music Improvement of overall physical development for PE Skills</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Curriculum & Instruction Chief Academic Officer</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Center Elementary Faculty and Staff will foster a learning environment that promotes students reaching their annual growth measure and academic achievement in all content areas

Performance Objective 5: Attendance expectations will be established for at least 96% of students and staff.

High Priority

Evaluation Data Sources: Campus Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff attendance will be monitored weekly by campus administrators, PEIMS coordinators, and Student Needs Liaison.</p> <p>Strategy's Expected Result/Impact: Increased overall attendance percentages for the campus annually</p> <p>Staff Responsible for Monitoring: Campus Principals PEIMS Coordinator Student Needs Liason School Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Region 7 Service Contract Proff Schoo Counselor - 204 ESEA, Title IV, Part A-Safe & Drug Free School - \$701.20</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Truancy measures will be established and aligned across the district for monitoring, tracking, and documentation of excessive absenteeism.</p> <p>Strategy's Expected Result/Impact: Increased overall attendance percentages for the campus annually Improved student performance and abilities to meet annual growth goals for all content areas</p> <p>Staff Responsible for Monitoring: Campus Principals PEIMS Coordinator Student Needs Liason School Counselor Chief Academic Officer Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Promote the engagement of parents and community members to build relationships.

Performance Objective 1: Provide opportunities for parents to engage in the school.

Evaluation Data Sources: Sign-in sheets, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Host community events to provide families with an opportunity to experience what their children are learning in school such as "Reading Night", "STEM Night", Christmas programs, Field day, and awards ceremonies. Sometimes refreshment will be provided to encourage participation and attendance.</p> <p>Strategy's Expected Result/Impact: Sign in sheets/agendas</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies STEM Math Night - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$851.85, BIL Parent Night Supplies - 263-Title III - \$300</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent communication and engagement will be promoted through the use of social media platforms in coordination with the District Communication Specialist.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement specifically for EL students</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Special Programs District Communication Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Promote the engagement of parents and community members to build relationships.

Performance Objective 2: Promote a partnership between the school and the community.

Evaluation Data Sources: Participation in community events, Sign-in sheets when community members participate in campus activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with community members to provide additional support for students such as: coats, school supplies, haircuts and shoes.</p> <p>Strategy's Expected Result/Impact: Increase student performance. Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Include community leaders to speak with student groups, including ADAC.</p> <p>Strategy's Expected Result/Impact: Increased involvement between community and school Enhanced school experience for students</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 1: CES students and staff will receive ongoing health and wellness services.

Evaluation Data Sources: Number of discipline referrals, nurse referrals, attendance rate, staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional nutritional support through the Back Pack For Kids Program based upon students' needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance. Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: Healthy life skills will be taught through Physical Education program utilizing the Quaver Ed Curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student performance. Increase in student attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Physical Education Instructor</p> <p>Funding Sources: Region 7 Contracted Services, Health, Nurses, and PE - 000 -- Example Fund Source - Title 4, 289 - \$289.29</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 3 Details	Reviews			
<p>Strategy 3: All new instructors will work within a teaming structure that provides daily mentoring support with peers and weekly support with curriculum coordinator</p> <p>Strategy's Expected Result/Impact: Improved campus morale Improved staff attendance Decreased number of teacher turnover.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Mentors Curriculum coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Mentor Stipend - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$2,293</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: Students and staff will be provided a safe and positive learning environment.

Evaluation Data Sources: Number of discipline referrals, nurse referrals, attendance rate staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Host incentive days for positive reinforcement of good behavior and academic effort.</p> <p>Strategy's Expected Result/Impact: Increasing numbers of students that are eligible for participation, decreased number of discipline referrals, higher campus morale.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization a campus wide discipline management system to increase academic performance in all student groups.</p> <p>Strategy's Expected Result/Impact: Decreased numbers of discipline referrals, higher student achievement scores in all measurable areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors Paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will provide character development and social emotional support through the Character Strong curriculum.</p> <p>Strategy's Expected Result/Impact: Improved character development Decreased instances of bullying Positive School Culture</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Instructors Student Needs Liason</p> <p>Funding Sources: Character Strong Program - 237-ESEA, Title IV Safe & Drug-Free Schools and C - 289 - \$999.50, CarePortal - 237 ESEA, Title IV Safe & Drug-Free Schools & Comm - \$125</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 4 Details	Reviews			
<p>Strategy 4: All faculty and staff will receive updated training over the campus and district Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: Increased safety and security of campus</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Police Campus Safety Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Region 7 Service Contract Human Resources Services - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$191, Region 6 Service Center Eduhero - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,124.26</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus Discipline Committee will meet quarterly to review data, determine improvements needed, and communicate with the District Discipline committee to promote a safe and structured learning environment.</p> <p>Strategy's Expected Result/Impact: Decrease of student discipline referrals Improved safety and security of the campus Positive school culture</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Chief Academic Officer Campus Counselor Campus Student Needs Liason</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Region 7 Service Center Contrac Online Internet Safety - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$84</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Budget for Center Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 12.739

Brief Description of SCE Services and/or Programs

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Personnel for Center Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arcibar, Jessica	Instructional Paraprofessional	1
Berry, Betty	Instructional Paraprofessional	1
Burns, Holly	Teacher	0.111
Burns, Macy	Teacher	0.105
Crouch, Tiffany	Teacher	0.11
Denby, Brandi	Teacher	0.111
Espinosa, Samantha	Instructional Paraprofessional	1
Feaster, Caitlyn	Teacher	0.122
Gonzalez, Guadalupe	Aide, Instructional	1
Hooks, Lanie	Instructional Paraprofessional	1
Lopez, Christina	Instructional Paraprofessional	1
Love, Monique	Instructional Paraprofessional	1
Martinez, Claudia	Aide, Instructional	1
Metcalf, Samantha	Aide, Instructional	1
Morales, Angelica	Teacher	0.106
O'Rear, Ciara	Teacher	0.107
Preston, Karen	Aide, Instructional	0.105
Sanders, Elizabeth	Aide, Instructional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Santana, Ruth	Teacher	0.113
Sikes, Trista	Teacher	0.106
Stanberry, Marrison	Teacher	0.113
Stone, Stephanie	Teacher	0.109
Tomlin, Rani	Teacher	0.106
Wheeler, Shelby	Teacher	0.103
Wilkes, Marissa	Teacher	0.106
Williams, Quantrina	Teacher	0.106
Williams, Zakethia	Instructional Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Briggs, Callie	ELAR Reading Teacher	Title 1	1
Caston, Bonnie	Student Intern	Title 1	1
Evans, Brianna	Digital Learning Coordinator	Title 1	.25
Mathews, Amber	Director of Curriculum and Instruction	Title 1	.25
Porter, Carissa	RTI Clerk / Reading Support	Title 1	1
Ramirez, Lucerito	Instructional Paraprofessional	Title 1	1

Campus Funding Summary

000 -- Example Fund Source					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 7 Contracted Services, Health, Nurses, and PE	Title 4, 289	\$289.29
Sub-Total					\$289.29
211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Instructional Programs		\$42,525.67
1	1	1	TEKSRS / McGraw Hill Reading Curriculum		\$2,940.98
1	1	2	RTI Clerk/Para Reading Support, Reading Teachers, Student Interns, Instructional Aides		\$130,088.89
1	1	5	Region 7 Service Center Contracts		\$8,048.66
1	1	5	Academic Content Coop, Region 7		\$2,757.17
1	1	6	DMAC, TEKSscore, TAG, State Assessment, Lead4ward		\$1,381.80
1	3	1	HMH Science Consumable Kits		\$1,099.02
1	4	1	Field Trip Piney Park 3rd Grade		\$1,600.00
2	1	1	Supplies STEM Math Night		\$851.85
3	2	4	Region 6 Service Center Eduhero		\$1,124.26
3	2	4	Region 7 Service Contract Human Resources Services		\$191.00
3	2	5	Region 7 Service Center Contract Online Internet Safety		\$84.00
Sub-Total					\$192,693.30
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESL Teacher		\$4,586.00
1	1	5	Administrative Leadership Coop		\$714.00
1	1	5	Professional Conferences including TEPSA		\$878.00
3	1	3	Mentor Stipend		\$2,293.00
Sub-Total					\$8,471.00

270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Instructional Programs	Title V	\$12,374.85
Sub-Total					\$12,374.85
204 ESEA, Title IV, Part A-Safe & Drug Free School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	TestHound	289	\$1,775.00
1	4	1	Region 7 Fine Arts Service Contract	289	\$110.00
1	5	1	Region 7 Service Contract Proff Schoo Counselor		\$701.20
Sub-Total					\$2,586.20
237 ESEA, Title IV Safe & Drug-Free Schools & Comm					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	CarePortal		\$125.00
Sub-Total					\$125.00
237-ESEA, Title IV Safe & Drug-Free Schools and C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Character Strong Program	289	\$999.50
Sub-Total					\$999.50
263-Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Rosetta Stone		\$2,750.00
1	3	1	Biingual Classroom Supplies		\$26.15
2	1	1	BIL Parent Night Supplies		\$300.00
Sub-Total					\$3,076.15