

Center Independent School District
F.L. Moffett Primary 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 provides 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 the proper instruction and support, all students will meet or exceed learning expectation.

WE BELIEVE adult learning life long commitment essential to student success.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our total enrollment is 730 students that ranges from pre kindergarten to second grade. Our campus ethnicity is broken down as follows. We have 327 Hispanic students (45.0%), 188 White students (25.9%), 149 African American (20.5%), 40 Asian students (5.5%), 3 American Indian students (.4%), and 20 students of two or more races (2.8%). Our gender representation is 370 male (50.9%) and 357 female (49.1%). We have 81 students (11.1%) in special education.

We have 252 LEP students, 4 migrants, 3 immigrants, 568 economically disadvantaged, and 2 homeless. These students come from the following areas of the community: government housing, neighborhoods within walking distance of the Tyson chicken plant.

Demographics Strengths

Our teacher and staff demographics are 42 teachers and 94 total staff members.

Males: 4

Females: 93

Hispanic/Latino: 30
Non Hispanic Latino: 67
American Indian: 7
Asian: 0
African American : 11
Pacific Islander : 1
White: 79

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus staff should look more equitable to our African American demographic of students.

Root Cause: Low African American applicants.

Problem Statement 2: The campus faculty size has decreased from previous years causing larger class sizes and impacted the student to teacher ratio.

Root Cause: Teacher shortage across the state of Texas.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated into cohorts within the DMAC system used for student assessment. Data sorts based on **ethnicity**, such as Hispanic/Latino, American Indian/Alaskan Native, Black/African American, Native Hawaiian/Pacific Islander, White, Two or more races, and not reported. Additionally, student achievement data is disaggregated by the **gender** cohorts of male and female. Finally, student achievement data is disaggregated by **services** that students receive. The service category includes the following: At Risk, Bilingual, Dyslexia, Economically Disadvantaged(ECD), English as a Second Language(ESL), Gifted and Talented, Limited English Proficiency(LEP), Migrant, Special Education, Title I, 504, homeless, foster, and military.

Student data is also disaggregated into categories within the mClass program for Kindergarten through Second grade. MClass disaggregated data into the following ethnicities: American Indian, Asian, Black of African-American(non-hispanic speaking), Hispanic-Latino, Multiracial-other, Not applicable, and White.

*Frogstreet disaggregates data by ability range of achievement within each classroom.

When looking at DRA data for Kindergarten, a majority of student cohorts fall within the Tier 2 reading level indicator. 67% White, 73% African American, 57% Asian, and 69% of Hispanic students are within this Tier 2 indicator. White students are performing at the highest level in DRA with 12% falling into the Tier 1 category. Asian students have the highest percentage of students within the Tier 3 cohort with 43%, followed by African American students at 25%.

DRA data for 1st Grade shows that White students are performing at the highest level of proficiency on DRA with 50% in the Tier 1 category, closely followed by 45% African American and 41% Hispanic. Highest within the Tier 3 category is the Hispanic cohort at 24%.

DRA data for 2nd Grade shows that Asian students are performing at the highest level of proficiency in DRA with 78% in the Tier 1 category. Notable within the Tier 1 category, African American students have 63% which far surpasses the White cohort at 36% and Hispanic cohort at 48%. Within the Tier 3 category, 2 or more races cohort has the highest percentage of students at 25%, closely followed by the Hispanic cohort at 24%.

When looking at DMAC data collected for 1st grade 9 week assessments in reading, the data shows that the White cohort and 2 or more cohort perform at the highest levels with 83% mastery each. All other cohorts have around 75% mastery, reflecting the total for all students; excluding the African American cohort whose performance is about 68% for all three assessments. Additionally, African American and Hispanic cohorts have shown the greatest regression in regards to Reading DMAC mastery scores with 76% to 52% for AA and 85% to 59% for Hispanic.

Within 1st Grade DMAC data for Mathematics, the 2 or More cohort had the highest levels of mastery with 100%. This is followed by Asian at 93%

and White at 89%. Hispanic and African American cohorts had the lowest performance with 73% and 74%.

When looking at gender of 1st grade DMAC assessments, Female students performed at 77% mastery in both reading and mathematics. Male students performed higher in mathematics at 80% compared to reading at 72%

Additionally, Socioeconomic status of ECD students were significantly lower at the 3rd 9 weeks than 1st nine weeks. Reading for At-Risk students went from 80% to 48% and ECD from 82% to 59%. There were no significant differences in mathematics scores, with an average of 70% mastery for At-Risk students and 77% mastery for ECD.

Special Programs for 1st grade students included SPED and 504, as there are 0 students in the Dyslexia and GT cohorts. SPED students showed regression, from 77% to 53% in mastery, in Reading. However, SPED students showed growth, from 67% mastery to 73% mastery in mathematics. 504 students maintained 100% on the 3rd 9 weeks assessment, for both mathematics and reading.

When looking at DMAC data collected for 2nd grade 9 week assessments in reading, the data shows that the Asian cohort performed at the highest level of mastery with 75% of students meeting grade level expectations. The totals for Hispanic, African , and White cohorts are all equitable at an average of 60%, which is reflective of the 62% of total students that met expectations when averaging the three assessments. All cohorts have shown growth from 1st 9 weeks to 3rd 9 weeks assessments, with notable growth in the Asian cohort from 63% to 88% and the African American cohort from 50% to 69%.

2nd Grade DMAC data for Mathematics shows that the Asian cohort, again, has the highest performance rate at 92% mastery. This is followed by 75% 2 or More, 72% Hispanic, 71% African American, and 69% White. Totals from 1st 9 weeks to 3rd 9 weeks assessments in mathematics show slight improvement or no change in all categories, except for the White cohort that showed the slightest regression from 74% to 71% mastery.

Gender analysis of 2nd Grade DMAC shows that Male students are performing better than female students with mastery levels of 74% and 70%. In Reading, data shows that the female cohort is performing at higher levels with 63% of females meeting expectations with only 61% of males.

Socioeconomic status of ECD students within 2nd Grade DMAC data shows that 62% are mastering Reading skills, with 72% mastery in Mathematics. At-Risk cohorts perform similarly with 57% in Reading and 71% in mathematics.

Special Programs for 2nd grade students included SPED, 504, Dyslexia and GT cohorts. According to Reading assessment data, SPED students showed a large increase in performance. SPED students performed at 25% mastery within the 1st 9 weeks and 59% in the 3rd 9 weeks. Dyslexia, GT, and 504 students maintained performance from 1st to 3rd assessments. In Mathematics, Dyslexia and GT cohorts maintained 100% mastery on all assessments. SPED students showed an increase from 65% to 83% mastery, and 504 students showed an increase from 50% to 67% mastery.

TEMI data for Kindergarten through Second Grade shows similar scores for all demographics. Performing in the Tier 3 indicator for both Kindergarten and 1st Grade is the African American cohort at about 40%. However, 2nd grade data has Hispanic and White students performing at 40% in the Tier 3 category.

Student Achievement Strengths

When looking at DRA data for Kindergarten, 1st Grade, and 2nd Grade, all grade levels have shown positive growth in reading levels. Students in Tier 3 categories reduced from 90% to 25% in Kindergarten, from 58% to 20% in 1st Grade, and from 54% to 19% in 2nd Grade. Additionally Tier 1 students went from 0% to 7% in Kindergarten, 11% to 44% in 1st grade, and 16% to 49% in 2nd Grade.

Frog Street Data from BOY to MOY shows an increase in all tested areas. The scores went from 49.5% to 80.11% in counting, Uppercase Letters from 48.2% to 87.3%, lowercase letters from 42.3% to 82.7%, and Rhyming from 27.5% to 63.8%.

1st grade mathematics saw a slight increase in overall scores with 79% of students meeting expectations at the 1st 9 weeks and 80% meeting expectations at the 3rd 9 weeks.

2nd Grade Reading assessments saw a large increase with 1st 9 weeks meeting expectations for all students at 57% to the 3rd 9 weeks scores at 66% meeting expectations.

mclass Assessments do not show growth in student data from tier 3, and a large quantity of students moved into Tier 3 by the MOY. 31% to 41% of Kindergarten students were in Tier 3, 29% to 36% 1st Grade students, and 30% to 35% of 2nd grade students. There was no change in the Tier 1 students for second grade, as students performing At Grade level or Above Grade level stayed the same. However, 1st Grade students showed Regression in Below Grade level, At Grade level, and Above grade level indicators. Kindergarten showed regression from Below Grade level into the Tier 3 Well Below grade level indicator, but maintained most other indicators.

Data reflects the following among content areas:

Data suggest that students are performing at equitable levels within math and reading. From Frog Street data, DRA, TEMI, and DMAC it is evident that students have a slightly higher academic performance in mathematics than Reading. However the disparity between the two is small. DMAC data suggest that 2nd Grade students are averaging at 72% in mathematics and 62% in Reading TEKS. 1st Grade students are performing at an even smaller gap with students totaling 78% meeting expectations in mathematics and 75% in Reading TEKS.

Data continues to show that within the reading content area, students who are performing at grade level expectations on mClass and DRA indicators do not demonstrate equitable achievement on DMAC assessments. This suggests that students are increasing their ability to read and foundational skills but are continuing to struggle with individual implementation, analysis, and critical thinking within the reading genre.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: MCLASS Screeners for EOY composite scores show minimal growth for Tier 3 students.

Root Cause: Deficits in each grade level that impact the composite scores include: Kindergarten: Phonemic Awareness & Decoding 1st Grade: Decoding & Spelling 2nd Grade: Reading Fluency/Comprehension & Spelling

Problem Statement 2: There is a significant gap between students' foundational skills proficiency and grade level content knowledge according to data from DMAC unit assessments.

Root Cause: Student reading proficiency levels do not match the grade level content knowledge expectations when reading support is decreased after each grading period.

School Culture and Climate

School Culture and Climate Summary

Culture and climate surveys were provided to all stakeholders including parents, students, faculty, and staff members. Responses from the employee survey indicate that the campus is safe and that they are very pleased with the quality of education provided at FLM. One concern was that parents would like to be more informed about the curriculum that is being studied to better support students at home.

For parents and guardians, survey responses indicated that they always feel welcome when entering the campus and are treated with respect. Parents are very satisfied with the quality of the curriculum provided to their child and that they have good working relationships with the teachers. Communication about curriculum resources and student progress is one area that was listed as a concern for parents.

School Culture and Climate Strengths

Parent survey comments indicate that they are pleased with the level of communication that is provided on our campus social media for reminders about school events. Information provided by other platforms such as Class Dojo or Remind are also appreciated by parents for day to day correspondence with teachers. Communication was a common theme in the comments for what the school was doing positively to support parents.

The overall satisfaction of the quality of the school and the quality of instruction was high.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Provide more informative sources of information about the curriculum that is being covered at each grade level.

Root Cause: Communication has centered more on events and themes rather than the instructional focus/content topics that are covered for each grade level.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Certifications:

- Teachers-Standard teaching certificate EC-6
- ESL certification
- GT certification
- PE teacher-Physical Education Certification:
- SpEd Teachers: SpEd certification
- Reading Specialist-Reading Specialist Certification

Teacher Retention:

At the conclusion of the 2022-2023 school year, 3 teachers accepted positions with other districts, and all other teachers were retained on the FLM Campus. 39 out of 42 teachers were retained with the district.

Staff Quality, Recruitment, and Retention Strengths

New teachers are provided with a mentor and training is provided to support both throughout the year. Professional development opportunities are provided with a focus on Literacy. School business day substitutes are provided to support teachers in completing Reading Academy requirements during school

hours. As PD opportunities are found at Region 7 to target specific areas, teachers are selected to participate in these trainings and then provided opportunities to share their new knowledge with their teams. Teachers participate in PLCs, weekly team meetings, and VAL meetings throughout the year. The district worked with Solution Tree with a focus on establishing PLCs.

Professional Development provided:

- ELPS training through Region 7
- PLC-Solution Tree
- Neuhaus Coaching sessions
- TIA meetings
- TELPAS meeting and calibration sessions.
- Required Eduhero hours.

Teacher incentives such as a stipend are provided for teachers upon completion of the required Texas Reading Academy.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Demands of class size have increased the teacher to student ratio causing a strain on teachers and decreases the opportunity to hire additional support positions such as ESL coordinator and Reading Specialists.

Root Cause: Teaching shortage, educators leaving the profession, lack of applicants to fill open positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource is followed as the instructional calendar for Kinder, 1st, and 2nd grades for all content areas. Additional programs include Neuhaus phonics for kindergarten through second grade and DRA to track student progress in reading. Frogstreet curriculum is used for PreK.

The campus guides instruction with Short Term Common Assessments that link questions to specific TEKS, FrogStreet, and Neuhaus curriculums. This allows teachers to ensure the curriculums they are using relates to specific TEKS and guidelines. TEKS Resource System and PreK guidelines should further strengthen our curriculum's alignment.

Learning gaps of struggling students are addressed through assessments such as DMAC, mClass, DRA, TEMI to determine additional interventions. Interventions that are in place are morning tutorials, reading specialist pullout, RTI, dyslexia, ESL and special education services.

Immediate feedback that DMAC assessments provide to each teacher can be used to make the most accurate conclusions. Also, the teachers evaluate the results by having grade level data meetings every nine weeks.

Curriculum, Instruction, and Assessment Strengths

Instructional design and delivery maximizes student engagement with a positive learning climate by small group and student led instruction and offers hands-on, interactive activities. Paraprofessionals are trained to provide support for small group interventions and guided reading groups. A curriculum coordinator is available to support teachers during planning for Reading/ELA and Math.

Teachers use the data we collect from Mclass to set student growth measures and screen for dyslexia. Mclass and DRA data is used to help teachers form their reading groups, RTI groups, tutorial groups, and set goals with their students. We use data from our DMAC tests to spiral instruction, this data also helps us form our reading and math small group instruction.

Instruction is designed to include some of the following: boxlight and interactive hands on learning. These hands-on activities not only maximize instruction but engage students for longer periods of time.

For the Pre K level, Frog Street assessment data is used to create interventions for students to address and fill in the gaps for struggling students.

For Kindergarten - 2nd grades, MClass intervention lessons and E-Lessons can be created to see and track growth for struggling learners.

The Math screener that has been used by the campus is TEMI. It is completed at the BOY, MOY, and EOY. The screener is not developmentally appropriate and it makes it difficult to track data for student progress over the course of the year. A new screener is being selected to better support students in tracking deficits and interventions that should be provided in Math.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: TEMI Math Screener has not been a beneficial screener for assessing and tracking student progress in foundational math skills.

Root Cause: Screener is not developmentally appropriate.

Family and Community Engagement

Family and Community Engagement Summary

There are various activities that allow parents and community members involvement on our campus. We have Meet the teacher, parent teacher meetings, RTI meetings, speech meetings, and ARDs to keep parents involved in academic needs for the student. We host activities such as Bilingual Night, Math Night, and Literacy Night to encourage and facilitate academic success. Christmas Programs, field day, and Book Character Parade are activities to promote school culture. The awards ceremonies and Kindergarten Graduation allow parents and community members to celebrate success. Activities such as the Cookies and Cocoa and Alex's Lemonade Stand promote community outreach. Students perform at the local Poultry Festival which allows for parent and community involvement.

The families and community members are able to be involved in school decisions by participating in school board meetings, being on the CEIC committee, and doing surveys for the campus and district.

The campus communicates with parents and stakeholders by using Remind and Class Dojo to keep them updated with what is going on in the classrooms. We also send home grade level and campus newsletters to show what is going on in the school. We send home data reports, progress reports, and report cards to show individual students progress. Each grade level has homework QR codes to do at home to demonstrate how to do homework with their parents. We have a FL Moffett facebook page to keep the community informed of what is happening at our campus.

We have several special programs to support our students. We have a bilingual program, Rosetta Stone for ELL pull-out, Reading and Math resource pull-out, and tier 3 reading pull out. We have support for dyslexia, speech, physical therapy, occupational therapy, behavior specialist, counseling, and life skills.

Family and Community Engagement Strengths

Parents at the primary level are eager and willing to participate, volunteer, and contribute to the needs of

the school. Each event that was hosted on campus resulted in high attendance rates of students and parents. The community events including the book fair and contributions for Field Day or annual fundraisers are well supported.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents would like to be better informed about the curriculum that is being taught at each grade level.

Root Cause: Parent communication newsletters have focused primarily on events and themes rather than specific curriculum and content being covered at each grade level.

School Organization

School Organization Summary

Teachers use small group instruction, RTI intervention, and one-on-one practice with students to address any needs of the students in core content areas. RTI meetings are conducted at the beginning, middle and end of the school year to address any concerns about students who are not meeting grade level expectations.

Teachers create weekly assessments to assess student growth on TEKS standards or Pre-K guidelines for all subject areas addressed during the week. All other student assessments are decided upon by Center ISD school district administration.

Teacher representatives participate in vertical alignment meetings each month to maintain consistency and increase communication for curriculum and programs across the district.

Teachers use their TEKS resource documents/resources and Frog Street guidelines to plan out and build content/skills during those estimated allotted days for a unit cycle. Assessments are given and monitored to see what skills need to be fine tuned or retaught. Content is spiraled back in through later units and follow up assessments are given to determine growth in that subject area. In the meanwhile, small groups are hitting and reteaching skills, RTI groups are being implemented to close gaps, morning tutorials are addressing deficits, and one-on-one support for students needing a more hands on approach are being utilized to aid in student growth in core content areas.

School Organization Strengths

Teacher representatives participate in vertical alignment meetings each month to maintain consistency and increase communication for curriculum and programs across the district.

Teachers meet with administrators weekly during team meetings to review lesson plans, analyze data, and set expectations for the campus to maintain a high standard of success.

Administrators and teachers reflect on student data, assessments, attendance, discipline referrals, schedules, etc. to make informed decisions regarding campus improvement and growth. These processes aid in student achievement and growth and help align our standards and expectations campus wide.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Reading Specialist and ESL Coordinator positions have not been filled by professional certified staff.

Root Cause: Teacher shortage restricts the ability to fill these additional support positions.

Technology

Technology Summary

Teachers have access to the following types of technology: class sets of Chromebook laptops, Chromebook tablets, Smartboard/MIMEO Board, document cameras, and desktop computers.

In regards to technology, the staff majority indicate that they are comfortable using technology in their classrooms and that they use it daily.

A survey was sent out in January that addressed the campus about technology and how the staff felt about the technology that is on our campus. Of the 51 staff members at Moffett to whom the survey was sent, 24 or almost $\frac{1}{2}$ of the staff responded to the survey. Within this survey staff members were asked about improving the technology that is currently available on our campus.

The first question asked in which subject would you like to see more technology incorporated in. The top two areas were: reading and writing. Math was also chosen as the third most picked area where technology could be incorporated more. When staff members were asked how they feel we need to incorporate purposeful technology in our classrooms some of the responses were:

- Finding new ways to use the technology we already have access to. Students often can get burnt out on the same technology year after year so this would be helpful to make the technology relevant to learning.
- Another was in reference to the MIMEO boards. The staff feels like there needs to be more training on this as well as they would like the computer program access returned so that it can be used for educational games.
- Lastly, the staff feels there needs to be more ways to incorporate typing into their daily routines. They would like to have access to an online journal/response log. This would allow the staff to use typing.

A positive that has been repeated throughout this survey is the use of ClassLink. This was a new technology added last year and the response to it on the survey has been positive. The staff was appreciative that all the logins for staff and student programs were in the same area. This truly has cut down on the waiting time for students to log in. It has also been beneficial to not have to keep track of so many different logins. The students are able to log in and begin working.

Lastly, the survey addresses training for staff on the different types of technology that we have on campus. A portion of staff members (9/24) said they wish to have more Kahoot training; and then the next two greatest areas of training they wish to

receive would be mClass and ClassLink (7/24 staff members). As far as training for devices is concerned a majority of those who answered the survey said that they wish to receive training on the MIMEO boards (17/24). This would be of great benefit to the teachers and staff because MIMEO in April of 2023 updated their software and it has created some new features. A few of these are similar to what was there previously, however some have changed and it would be beneficial to have more knowledge of how to use them to enhance student learning.

Technology Strengths

Technology is being used in the following content areas:

- Reading (100% of teachers who responded said they used it in this content area)
- Math (92% of teachers)
- Science (63% of teachers)
- Social Studies (67% of teachers)

Technology is used mostly in the core content areas through students using different games and programs such as EPIC, Amplify, Prodigy, Nearpod, and Generation Genius. Technology is being utilized to support instruction because more lessons are being adapted to meet student needs and differentiate instruction. Google Classroom has provided more resources to be able to provide the students with the resources they need. They can have copies on their devices and that allows them to have additional practice the skills they need.

By using technology in the classroom the teachers are providing additional opportunities and an extension of activities to allow for practice of previously learned concepts. Also, the use of technology helps to keep students engaged and increase participation as well. Technology allows students to interact with each other and their teacher in a positive way. Activities such as Boom Cards allow for instant feedback which is important for students of this age. Giving students access to items such as Chrometables allows them to become more familiar with technology that will be used in future grade levels. Using programmable technology such as Frog-E allows students to explore, problem solve, and find creative solutions. Students are able to think outside of the box, and they are introduced to the idea of looking for solutions and not memorizing an answer.

An instructional technology coach is accessible and available to teachers during planning times to assist with incorporating technology into instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students do not have the typing skills necessary to respond to open ended test questions for online assessments.

Root Cause: Instructional schedules should reflect structured time for practicing typing skills daily.

Problem Statement 2: Teachers need training to adequately utilize and implement technology in the classroom as an instructional tool.

Root Cause: Technology is mostly used as a tool for online intervention programs and focus should be made for implementation as an instructional tool used by both teachers and students.

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: July 28, 2025

Goal 1: Improve literacy across all grade levels with students making academic progress by one or more years.

Performance Objective 1: All students will show at least one year's growth in reading.

High Priority

Evaluation Data Sources: CBA, MCLASS, Local assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten, 1st and 2nd will follow the Bluebonnet instructional calendar, targeting RLA TEKS and strategies with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased phonemic and literacy skills</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: TEKS Resource System - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$3,781.25</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct MCLASS assessments at BOY, MOY, & EOY to evaluate growth, monitor progress, and adjust instruction .</p> <p>Strategy's Expected Result/Impact: Improved MClass data Improved TELPAS data Teacher report reflects classroom instruction based on MCLASS Screening results Focused reading groups earlier in the year for PreK and Kindergarten</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and Rtl, Instructors, Reading Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 3 Details	Reviews			
<p>Strategy 3: Data meetings will be conducted every nine weeks to monitor progress and make adjustments in reading instructional strategies.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS data, Improved MClass data, DMAC data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and Rtl, Instructors, Reading Specialists</p> <p>Funding Sources: DMAC State Assessment - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$405</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 4 Details	Reviews			
<p>Strategy 4: A Small Group Reading time is built into the master schedule to allow ample opportunities to consistently deliver small group instruction utilizing mCLASS intervention lessons.</p> <p>Strategy's Expected Result/Impact: Increased phonemic and literacy skills</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and Rtl, Reading Specialists Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	

Strategy 5 Details	Reviews			
<p>Strategy 5: Students in Kinder, 1st, and 2nd grades identified through assessment data will be provided morning tutorials for target reading skills.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increase percentage of students meeting their individual achievement goals</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and RtI, Instructor, Reading Specialist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: RTI Clerk/Para Reading Support, Reading Interventionist, Curriculum Director - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$133,341.08</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 6 Details	Reviews			
<p>Strategy 6: All teachers will utilize ELPS strategies to increase the academic vocabulary of emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased vocabulary development, Improved student communication in English, increased levels of proficiency scores on TELPAS ratings</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction of RtI, Director of Special Programs, Bilingual Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Bilingual Teaching Supplies - 263-Title III - \$159, Bilingual/ESL Contracted Services - 263-Title III - \$2,830, Rosetta Stone - 263-Title III - \$3,500, Bilingual Stipends - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$45,860, ESL/Bilingual Instructional Aide - 263-Title III - \$32,864, Bilingual Parent Night - 263-Title III - \$396.40</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 7 Details	Reviews			
<p>Strategy 7: Paraprofessionals will be utilized in the classroom to help facilitate small group reading instruction & interventions daily using and mCLASS activities.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased instructional time</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction and RtI, Instructors, Reading Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, Bluebonnet, mCLASS, instructional supplies for classroom, and District Provided PD opportunities.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement</p> <p>Staff Responsible for Monitoring: Director of Elementary Instruction of RtI, Director of Special Services, Director of Special Programs, Campus Administrators, Elementary Curriculum Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Region 7 Service Center Contracts - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$14,607.72, Classroom Instructional Programs - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$36,445.64, Principal Conferences including TEPSA, ED311 - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$1,577, Teacher Conferences Frogstreet - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$599, Classroom Instructional Programs - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - Title V - \$1,446</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		

Strategy 9 Details	Reviews			
<p>Strategy 9: A Reading Intervention Teacher will be utilized to provide Reading Horizon's Discover Intervention program to Tier 3 students in K, 1st, and 2nd.</p> <p>Strategy's Expected Result/Impact: Increased student performance on benchmark screeners.</p> <p>Staff Responsible for Monitoring: Principal Reading Intervention Teacher Chief Academic Officer Director of Curriculum & Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Horizons Discovery - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$13,806.51, Reading Interventionist - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$74,668.42</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Academic achievement of all students will increase in all content areas.

Performance Objective 1: The academic gap among student groups will decrease.

Evaluation Data Sources: CBAs,, TEMI, and MClass data. DMAC

Strategy 1 Details	Reviews			
<p>Strategy 1: Data meetings will be conducted after end of unit assessments to monitor progress and make adjustments to increase collaboration among teachers.</p> <p>Strategy's Expected Result/Impact: Improved student performance on classroom assignments Improved CBA data Improved MClass data Improved TELPAS data Improved DMAC data</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction of Rtl Instructors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: DMAC-TAG & TEKSCORE - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$945, TestHound - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$2,363</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities that support campus goals for student improvement with a focus on utilizing technology during instruction.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Director of Elementary Instruction of Rtl Digital Learning Coordinator</p> <p>Funding Sources: Academics Content CoOp-Region 7 Contracted Services - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$9,685, Lead4ward - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$573</p>	Formative			Summative
	Dec	Feb	Apr	June
	 No Progress	 Some Progress		

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide increased opportunities for small group instruction and hands-on learning opportunities for Math, Science, & Social Studies.</p> <p>Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement</p> <p>Staff Responsible for Monitoring: Campus Admin Instructors Reading Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the MCLASS Math Screener at the BOY, MOY, & EOY to assess and monitor student achievement in foundational Math skills.</p> <p>Strategy's Expected Result/Impact: Increased fluency for quick retrieval, number sense, and written computation to cover the essential skills of early mathematics.</p> <p>Improved MClass Math Screening data Improved scores for ESGI report card data for math Improved DMAC scores for Math Unit assessments Focused math groups for targeted support</p> <p>Staff Responsible for Monitoring: Campus Admin Instructors Curriculum Director</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</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: Students and staff will receive ongoing health and wellness services.

Evaluation Data Sources: Office referrals, nurse referrals, staff attendance data, PEIMS attendance records, and staff climate surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers will participate in the "Get Better Faster" training program.</p> <p>Strategy's Expected Result/Impact: Improved campus morale Improved staff attendance Decreased staff turnover rate</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
	 No Progress	 No Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with community organizations such as Backpacks for Kids Program, Soles for Kids, Coated in Kindness, Goodside Health, CarePortal, & the Lions Club to meet the basic needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased student attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructors, Counselor</p> <p>Funding Sources: Careportal - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$125</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 3 Details	Reviews			
<p>Strategy 3: Nurse will screen all students in Prek4, Kinder, 1st, & 2nd grades for vision and hearing.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increased student attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructors, Nurse</p>	Formative			Summative
	Dec	Feb	Apr	June
	 No Progress	 Accomplished	 Accomplished	

 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: PEIMS discipline records and climate surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: CHAMPS will be implemented by all staff to reinforce routines & procedures, and promote a safe and orderly school environment.</p> <p>Strategy's Expected Result/Impact: Decreased bullying reports Decreased office referrals Increased instructional time Increased safety and security on campus</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administrators, Instructors Paraprofessionals</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide updated training over the campus and district Emergency Operation Plan.</p> <p>Strategy's Expected Result/Impact: Increased safety and security on campus</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Police</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	
Strategy 3 Details	Reviews			
<p>Strategy 3: Behavior supports will be implemented to promote positive behaviors such as positive office referrals, behavior reward parties, and incentive activities.</p> <p>Strategy's Expected Result/Impact: Increased positive student behavior Decreased office referrals</p> <p>Staff Responsible for Monitoring: Instructors, Paraprofessional. Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		

Strategy 4 Details	Reviews			
<p>Strategy 4: A police officer will be stationed in a security office at the front of the school and will do walk abouts to ensure safety. Drills will be scheduled for practice using the RAPTOR App.</p> <p>Strategy's Expected Result/Impact: Increased safety</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Police, Office Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide Character Education Lessons through Character Strong program in coordination with the school counselor and Student Needs Liaison during Power Up each day and a built in special class time, to promote the overall positive mental health of students and staff.</p> <p>Strategy's Expected Result/Impact: Increased Social/Emotional Wellness of Staff & Students Increase Positive Student Behaviors Decreased Office Referrals</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Character Strong - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$999.50</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Some Progress		
Strategy 6 Details	Reviews			
<p>Strategy 6: A Student Needs Liaison will be added to the staff at FLM to support students, parents, and community with social-emotional needs and other resources needed to be successful in the school setting.</p> <p>Strategy's Expected Result/Impact: Increased Social/Emotional Wellness of Staff & Students Increase Positive Student Behaviors Positive School Culture</p> <p>Staff Responsible for Monitoring: Principal Federal Programs Director Chief Academic Officer</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Discontinue	 Discontinue	 Discontinue	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Work with all stakeholders to promote community and parent engagement.

Performance Objective 1: Provide various options for parents and community members to become involved in our students' education.

Evaluation Data Sources: Agendas and sign-in sheets from activities provided and social media views.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parents to 'attend' school events like Meet the Teacher Night, Christmas Programs, Vocabulary parades, Field Day, and Awards Ceremonies.</p> <p>Strategy's Expected Result/Impact: Improved student performance Increased parental involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructors, Support Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a Literacy Night and a Math Night to allow parents the opportunity to learn strategies that could be used to help their students at home for Reading and Math.</p> <p>Strategy's Expected Result/Impact: Improved Student Performance Increased Parental Involvement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Support Staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent Family Engagement Activities & Events - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,203.27</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable		

Strategy 3 Details	Reviews			
<p>Strategy 3: Host a community event off campus to connect with parents and students in an informal setting and give away books with activities for students to practice reading at home.</p> <p>Strategy's Expected Result/Impact: Increased Parental Involvement Improved Student Performance Establish Positive Relations with all Stakeholders</p> <p>Staff Responsible for Monitoring: FLM Teachers, Administrators, and Staff</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</p> <p>Funding Sources: Books with Activities for Donating to Students to Use at Home for Reading Practice - 211-ESEA Title 1, Part A-Improving Basic Programs - \$465.96</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Work with all stakeholders to promote community and parent engagement.

Performance Objective 2: Inform parents and community of curriculum resources, school progress, and achievements.

Evaluation Data Sources: Quarterly reports, views

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize social media platforms in coordination with the District Communication Specialist to communicate with parents and community members including the use of campus/district website, Class DoJo and Parent Square.</p> <p>Strategy's Expected Result/Impact: Improved parental and community involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators, campus social media clerk, Journalism Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English & Spanish.</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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	 No Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for F.L. Moffett Primary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 22.346

Brief Description of SCE Services and/or Programs

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Personnel for F.L. Moffett Primary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Addison, Sherri	Instructional Paraprofessional	1
Aguilar, Vivian	Child Care Provider	1
Araiza, Blanca	Teacher	0.109
Buenrostro, Dyana	Teacher	0.111
Calhoun, Kinyata	Instructional Paraprofessional	1
Combs, Andi	Teacher	0.112
Crawford, Robin	Instructional Paraprofessional	1
Dykes, Makenzie	Instructional Paraprofessional	1
Fults, Stephanie	Teacher	0.115
Gaddy, Stephanie	Teacher	0.113
Gardner, Debra	Instructional Paraprofessional	1
Gonzalez Arcivar, Edith	Instructional Paraprofessional	1
Helms, Patricia	Teacher	0.112
Hernandez, Perla	Aide, Instructional	1
Horn, Maria	Teacher	0.116
Hughes, Heather	Aide, Instructional	1
Lynch, Penny	Instructional Paraprofessional	1
McDaniel, Braileigh	Aide, Instructional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Morris, Traci	Instructional Paraprofessional	1
Parker, Janet	Teacher	0.114
Radney, Amanda	Teacher	0.115
Rafael, Raquel	Instructional Paraprofessional	1
Ramirez, Yoana	Instructional Paraprofessional	1
Ratcliff, Patti	Instructional Paraprofessional	1
Ruiz Siso Lopez, Johanna	Teacher	0.104
Ruiz, Shanell	Teacher	0.114
Smith, Gillian	Instructional Paraprofessional	1
Spence, Wendy	Teacher	0.111
Stanley, Carla	Aide, Instructional	1
Walton, Sumer	Instructional Paraprofessional	1
White, Nicole	Instructional Paraprofessional	1
Williams, Stephanie	Instructional Paraprofessional	1
Windham, Kira	Instructional Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Evans, Briana	Digital Learning Coordinator	Title 1	.25
Johnson, Sarah	Student Intern	Title 1	1
Leon, Daniela	Student Intern	Title 1	1
Mathews, Amber	Director of Curriculum and Instruction	Title 1	.25
Roberts, Alicia	RTI Clerk / Reading Support	Title 1	1
Sullivan, Christy	Reading Interventionist	Title 1	1
Weatherly, Katheryn	Student Intern	Title 1	1

Campus Funding Summary

211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System		\$3,781.25
1	1	3	DMAC State Assessment		\$405.00
1	1	5	RTI Clerk/Para Reading Support, Reading Interventionist, Curriculum Director		\$133,341.08
1	1	8	Teacher Conferences Frogstreet		\$599.00
1	1	8	Region 7 Service Center Contracts		\$14,607.72
1	1	8	Classroom Instructional Programs		\$36,445.64
1	1	9	Reading Interventionist		\$74,668.42
2	1	1	DMAC-TAG & TEKSCORE		\$945.00
2	1	2	Lead4ward		\$573.00
2	1	2	Academic Content CoOp-Region 7 Contracted Services		\$9,685.00
4	1	2	Parent Family Engagement Activities & Events		\$1,203.27
Sub-Total					\$276,254.38
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Bilingual Stipends		\$45,860.00
1	1	8	Principal Conferences including TEPSA, ED311		\$1,577.00
Sub-Total					\$47,437.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Classroom Instructional Programs	Title V	\$1,446.00
1	1	9	Reading Horizons Discovery		\$13,806.51
Sub-Total					\$15,252.51
204 ESEA, Title IV, Part A-Safe & Drug Free School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	TestHound	289	\$2,363.00
3	1	2	Careportal	289	\$125.00

204 ESEA, Title IV, Part A-Safe & Drug Free School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5	Character Strong	289	\$999.50
Sub-Total					\$3,487.50
211-ESEA Title 1, Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Books with Activities for Donating to Students to Use at Home for Reading Practice		\$465.96
Sub-Total					\$465.96
263-Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESL/Bilingual Instructional Aide		\$32,864.00
1	1	6	Bilingual Parent Night		\$396.40
1	1	6	Bilingual/ESL Contracted Services		\$2,830.00
1	1	6	Rosetta Stone		\$3,500.00
1	1	6	Bilingual Teaching Supplies		\$159.00
Sub-Total					\$39,749.40