

Donna Independent School District

Truman Price Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Science



Mission Statement

Truman Price Elementary School, in partnership with its students, families, community and Donna Independent School District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.

Vision

Modeling excellence and inspiring students to learn, perform, and excel.

Value Statement

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

Provide a vertically aligned rigorous curriculum (PK-5)

Provide well-planned student-centered instruction that focuses on project-based learning with real world connections

Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:

Attract and retain highly qualified staff

Provide ongoing targeted staff development

Provide the most current research-based and state of the art instructional resources

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:

Provide opportunities for every student to learn in a manner that is consistent with his/her learning style

Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum

Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:

Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct

Provide security measures at our campus to establish a learning climate of mutual respect

Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences

5. We believe that our school district and campus must be a model for sound fiscal responsibility and integrity. As a result, we are determined to:

Establish policies and procedures to promote ethical practices in all areas of fiscal management

Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices

Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws

6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to:

Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child

Accommodate parents' work schedules when creating parent involvement opportunities

Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.)

7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to:

Involve community members by inviting them to serve on school committees

Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills

Ensure that our community is supportive of the district and campus' goals by informing the community of pertinent school activities and successes

8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined to:

Work as unified team to find solutions to the campus' most pressing issues

Require that every project specify the persons responsible to facilitate proper coordination of efforts

Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Truman Price Elementary is one of 13 elementary campuses located here in the Donna school district and it opened its doors in 1996. It is a campus that makes you feel welcome and loved as soon as you enter. All staff work together to make students, parents and visitors feel right at home.

Truman Price Elementary has a mission statement: ***Truman Price Elementary School, in partnership with its students, families, community and Donna Independent School District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.***

It also has a vision; ***Modeling excellence and inspiring students to learn, perform, and excel.***

Truman price elementary offers dual language and gifted and talented along with many other extracurricular activities like READY program, Club Friday, Battle of the books, and student ambassadors.

Student Enrollment: 417

Hispanic: 413

At Risk: 353

Special Education: 30

Dyslexia: 3

Bilingual: 180

Migrant: 8

Homeless: 34

G.T.: 44

504: 7

Recent Immigrants: 8

The average class size is about 20 students. The student-to-teacher ratio is 18:1 in the upper grades (3rd-5th grade). In the lower grades (PK-2nd grade) the student-to-teacher ratio, accounting that there is a teacher assistant in every classroom, is 11:1.

Demographics Strengths

- * Donna ISD has leaver walks in place to try to recruit student to return to Donna ISD. We also have improvements going on districtwide to our campuses as well as extracurricular activities to stay competitive with other school districts.
- * Retention rates for our campus are very high. Most of our teachers have been working at this campus for more than 5 years and or have been with the district throughout their career. There is a 90% retention rate among employees this year.
- * There was an increase in student enrollment this school year.
- * Leaver walks/home visits were made to ensure that students were located and returned to school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance was a concern this school year. **Root Cause:** Lack of transportation due to students missing the bus early in the morning.

Problem Statement 2 (Prioritized): Some classrooms were overpopulated. **Root Cause:** Too many overflow students from other campuses due to the closure of one of the campuses.

Problem Statement 3 (Prioritized): 5th Grade students had a high number of behavior referrals. **Root Cause:** Some incidents started outside of school and brought in to school.

Student Learning

Student Learning Summary

Since 2023 data is incomplete at the moment, we are unable to fully answer this question. However, we have looked at last year's data.

As per data from 2021-2022 TARP report there was growth in STAAR Math and Reading in all subgroups. For example 4th grade STAAR Math had 38% approaches in 2021 and 63% approaches in 2022 in hispanic subgroup. This same subgroup had 35% approaches in the STAAR Reading in 2021 and 58% approaches in 2022. The Special Education subgroup achieved 33% approaches in 2021 and 44% approaches in 2022 in the area of STAAR Math and in STAAR Reading 33% approaches in 2021 and 56% approaches in 2022. The economically disadvantaged achieved 38% approaches in 2021 and 63% approaches in 2022 STAAR Math. This same subgroup achieved 34% approaches in 2021 and 54% approaches in 2022 in STAAR Reading.

How are our youngest learners (prek-3rd) performing in ELA and Math?

Students in kindergarten, first grade and second grade have scored as expected.

More students are did not meets expectations than meets or masters. (Weakness)

However, third grade students struggle on Imagine Math. (Weakness)

Teachers comment that the third grade scores are low because of a lack of basic knowledge. This is attributed to a year of no school during Covid. However, teachers do comment that gaps are being bridged by many of the students and that every coming year, result averages should increase. 95% of the students grew.

After analyzing the data for the lower grades, We can conclude that there is growth in the students Reading Amplify scores. Most of the students grew to one whole level.

According to Truman Price Teachers, formative results are used to adjust classroom instruction. Teacher's identify student's weaknesses and use that information to drive and adjust classroom instruction. This data helps identify what students are struggling with and assist in reteaching those certain skills in a whole group setting or a small group environment.

This data is also used to adjust groups for tutorials, continue TIER II or III instruction or recommend students for testing.

Teachers comment that the third grade scores are low because of a lack of basic knowledge. This is attributed to a year of no school during Covid. However, teachers do comment that gaps are being bridged by many of the students and that every coming year, result averages should increase. 95% of the students grew.

Student Learning Strengths

Engaging and Relevant Curriculum: Creating an engaging and relevant curriculum helps maintain student interest and motivation. By incorporating real-world examples, interactive activities, and diverse teaching methods, we foster a positive learning environment that encourages student engagement and reduces the likelihood of disengagement or dropping out.

Strong Relationships and Support Systems: Building strong relationships with students and creating a supportive school environment through CKH are crucial in preventing dropouts. Encouraging positive student-teacher relationships, fostering a sense of belonging through extracurricular activities or clubs, and providing access to guidance counselors or mentors can all contribute to a supportive network for students.

Parent and Community Involvement: Engaging parents and the wider community in supporting students' education can be highly beneficial. Regular communication with parents, organizing workshops or information sessions, and involving community organizations can create a strong support network for students, reinforcing the importance of education and encouraging their perseverance.

Strengths:

- Math Scores in 4th and 5th grade
- Imagine Math Scores
- Amplify Scores
-

After analyzing the data for the lower grades, We can conclude that there is growth in the students Reading Amplify scores. Most of the students grew to one whole level.

Experienced teachers (10+ yrs) note that there are many elements that create a successful child. These include:

- Attendance of the Student (correlated to teacher motivation) there are exceptions
- Driven students (Correlated to teacher holding them accountable)
- Experience in the grade level being taught
- Understanding how to know your students' strengths and weaknesses
- A well structured curriculum

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all teachers understand the accommodations that are available to students with disabilities. **Root Cause:** Teachers need additional training on the different special education student accommodations.

Problem Statement 2 (Prioritized): Low scores in the area of Reading for 3rd and 4th. **Root Cause:** Students came in to these grade levels well below in the reading skills.

Problem Statement 3 (Prioritized): Students did not make sufficient gains in reading. **Root Cause:** Computer programs were not utilized as expected to practice the reading skills.

Problem Statement 4 (Prioritized): Low reading scores overall, from lower and upper grade levels. **Root Cause:** Computer programs were not utilized to the maximum.

School Processes & Programs

School Processes & Programs Summary

- District job vacancies are posted on the district website and on Region One Education Center. External applicants and internal applicants (district employees) all have an opportunity to apply for any vacancy within the district. All applicants undergo a background check through Human Resources prior to an interview. Truman Price has a campus interview committee that comes to a consensus for the best hire. It consists of the campus principal, curriculum specialist, and one to two teachers. Stakeholders know the best interest of the campus and the needs of vacant positions.
- Some teachers are placed in their grade level based on their strengths and students needs. Others are asked to be moved due to students not being ready for their upcoming grade level.
- Professional learning opportunities are provided to improve our skills and, in turn, we increase student outcomes. Professional learning is usually planned by administrators and or central office personal. The district also provides planning days, PD days and after-school trainings. The district also provides strategists for each core subject to provide teachers with support, guidance, and new developments to improve student achievement.
Some examples:
 - PLC
 - Staff Development (iReady, Amplify, (Ex: Abydos), Frog Street (EC)
 - ILT (Instructional Leadership Team)- (Direct, Guided, Independent)
 - CKH (Capturing Kids Hearts)
 - Region One
 - Mrs. Carr would like attend special education future trainings...(For example, autism, Down syndrome, learning disability etc.)
 - CPI
- All new teachers go through a mentor program and professional development. New teacher mentor is from the same grade level. Having a mentor provides them with extra resources to help them to plan and deliver effective instruction. Our suggestion is for mentor to be from off campus. Evaluations and suggestions from an external mentor will be more objective. In addition, new teachers have the opportunity to observe other classrooms in the school or other campuses. Struggling teachers are assigned professional development in areas of needs of improvement.
- 1. Behavior and discipline needs follow through.
 2. Classroom management starts with capturing student's heart and buy-in by both student and parent.
 3. Assess each student's beginning level and plan individual learning goals.
 4. Monitor progress and data every three weeks, not every six weeks.
- It takes a combination of skills: organization, time management, class management, prioritization, concentration and motivation.
 - Tutoring (during and after school)
 - Small group instruction
 - Open communication with parents.
- Counselor provides various presentations from working community members sharing their job skills and training.
 - Career Day
 - Author visit
 - Dental presentation
- Lessons are planned based on the district curriculum but are adjusted based on students' needs and progress.

School Processes & Programs Strengths

- A strength is that staff members know their professional roles and duties.
- All are following expectations as much as time and resources permit.
- Class sizes remain steady. Each class has 18-22 students. Students are provided with the differentiated instruction and support from classroom teachers and interventions needed.

- Student safety is priority at Truman Price Elementary. We have done Active Shooter and Bullying Courses on Vector Trainings. Bus Safety training are also provided for all students. Fire drills and lock down practices are also in place to prepare our students for any emergency. The school also has a camera system. All doors are locked, including classroom doors. Front entrance is closed during school hours. All staff has a key to open the door. All visitors must have a government identification.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There seems to be an imbalance of workload and overextends some who go above and beyond. **Root Cause:** Rules and responsibilities are not followed through by some stakeholders.

Problem Statement 2 (Prioritized): Students feel that they are not ready or feel comfortable when transitioning to a new grade level. **Root Cause:** There are no procedures in place when students transition from one grade level to another.

Problem Statement 3 (Prioritized): There are some discipline problems in some classrooms. **Root Cause:** There is a lack of interest, anger, worry, embarrassment or frustration related to a physical impairment or learning disability, peer pressure, and/or family issues.

Perceptions

Perceptions Summary

Staff, students and family surveys were collected by the committee to identify these findings.

Data:

a. Student Question:

I like being at school.

1. 75.63% of the students answered yes
2. 21.23% of the students answered sometimes
2. 3.18% of the students answered no

*Percents based on PK-5th grade 268 survey responses.
160 did not respond to the survey.

Staff Questions

- i. I feel supported by other teachers at my school.
 2. 35.9 % of the staff Strongly Agree
 3. 56.4% of the staff Agree
 4. 5.1% of the staff feels Neutral
 5. 2.6% of the staff Disagrees

ii. I get along well with other staff members at my school.

1. 48.7 % of the staff Strongly Agrees
2. 46.2 % of the staff Agrees
3. 5.1 % of the staff feels Neural

Staff Questions

I feel like I belong at my school

- 96% of the staff feel that they belong to Truman Price.

Student Questions

I get along well with other students at my school.

- 60.1% of the students get along well with other students at school.

- Students listen to the school announcements every morning, recite the school pledge, and listen to the vision and mission of the school and the district.

Findings:

- Half of the staff does not feel the campus building is structurally safe.
- Improvements need to be made to programs that support school curriculum, like, imagine math, Istation, AR reading, etc.
- About half of students do not feel supported and protected.
-
- More security needs to be present, maybe one in the front and one in the back
- Improvements need to be made for families with hearing impairments or any other special disabilities
- Improvements can be made by adding every 3 weeks incentives for attendance
- Make Incentives consistent

- Student Ideas:
- Drawing club
- computer lab class

Perceptions Strengths

Strengths:

- Majority of students like being at school.
- Majority of student feel welcomed at school.
- Majority of students feel respected.

Strengths:

- Most students feel like they belong in the school.
- Majority of the teachers feel supported by other teachers.
- 92.3% of teachers feel supported by other staff members.
- 94.8% of teachers enjoy working in teams.
- Majority of students have been absent less than 10 days
- A high percentage of parents feel that the teachers and school staff promote academic excellence
- 85% of parents feel welcomed at their child's school.
- Many new student transfers that choose to attend T. Price Elementary
- Compared to last years data more parents feel their child is safe at school this year.
- Majority of parents(90%) feel that teachers communicate well with the school staff
- Improvement has been observed with bilingual parents and school communication

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improvements can be made by adding every 3 weeks incentives -Incentives were not consistent **Root Cause:** Incentives and celebrations are done on a six weeks basis.

Problem Statement 2 (Prioritized): Students need consequences due to behavior/discipline. **Root Cause:** Need an ISS teacher.

Problem Statement 3 (Prioritized): Half of the staff does not feel the campus building is structurally safe. **Root Cause:** The campus is under construction as the roof is being replaced.

Priority Problem Statements

Problem Statement 1: Attendance was a concern this school year.

Root Cause 1: Lack of transportation due to students missing the bus early in the morning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Some classrooms were overpopulated.

Root Cause 2: Too many overflow students from other campuses due to the closure of one of the campuses.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 5th Grade students had a high number of behavior referrals.

Root Cause 3: Some incidents started outside of school and brought in to school.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Not all teachers understand the accommodations that are available to students with disabilities.

Root Cause 4: Teachers need additional training on the different special education student accommodations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low scores in the area of Reading for 3rd and 4th.

Root Cause 5: Students came in to these grade levels well below in the reading skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students did not make sufficient gains in reading.

Root Cause 6: Computer programs were not utilized as expected to practice the reading skills.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Low reading scores overall, from lower and upper grade levels.

Root Cause 7: Computer programs were not utilized to the maximum.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There seems to be an imbalance of workload and overextends some who go above and beyond.

Root Cause 8: Rules and responsibilities are not followed through by some stakeholders.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Students feel that they are not ready or feel comfortable when transitioning to a new grade level.

Root Cause 9: There are no procedures in place when students transition from one grade level to another.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There are some discipline problems in some classrooms.

Root Cause 10: There is a lack of interest, anger, worry, embarrassment or frustration related to a physical impairment or learning disability, peer pressure, and/or family issues.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Improvements can be made by adding every 3 weeks incentives -Incentives were not consistent

Root Cause 11: Incentives and celebrations are done on a six weeks basis.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students need consequences due to behavior/discipline.

Root Cause 12: Need an ISS teacher.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Half of the staff does not feel the campus building is structurally safe.

Root Cause 13: The campus is under construction as the roof is being replaced.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Goals

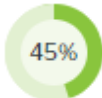

Goal 1: Focus On Student Success



Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:









- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 26% to 33%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 29% to 35%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

Evaluation Data Sources: Instructional pulse checks, administration walkthroughs, state/local assessments

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 70% to 100% by September 30, 2023. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p>Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 60% to 100% ,the use of visual stimuli from 60% to 100% and utilization of processing tools from 60% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Student Activity-Tidmore US & TX Flag Sets - Student Activity (865) - \$439.95, Teacher/Office Supplies-Warehouse - State Comp. (164) - \$2,576.35, Teacher/Office Supplies-Warehouse - Local (199) - \$1,926.02, Student Activity-Wal-Mart -Storage Bags - Student Activity (865) - \$46.72, Teacher/Office Supplies-Demco-Library - Local (199) - \$976.89, Teacher/Office Supplies-Gateway - Local (199) - \$564.90, Teacher/Office Supplies-Poster Ink and Paper - Local (199) - \$622.80, Teacher /Office Supplies-Gateway - Local (199) - \$71.84, Teacher/Office Supplies-Warehouse - Title I (211) - \$2,296.34, Teacher/Office Supplies-Warehouse - Local (199) - \$548.64, Teacher/Office Supplies-Warehouse - State Comp. (164) - \$1,758.10, Extra-Duty Pay/External Tutors - ESSER III (282) - \$47,385, Teacher/ Office Supplies-Warehouse - Local (199) - \$78, Teacher/Office Supplies-Warehouse - Bilingual (162) - \$2,906.03, Teacher/Office Supplies-M & A Technology-Poster Ink & Paper-Coach - Local (199) - \$591.65, Teacher/Office Supplies-Cielo Office Products-Vis-A-Vis - Local (199) - \$234, Teacher/Office Supplies-Cielo Office Products - State Comp. (164) - \$117, Teacher/Office Supplies-School Specialty- Crochet Needles - Local (199) - \$24.11, Testing Materials- Abacus Computers Inc- Headsets - Title III (263) - \$572, Teacher/Office Supplies- Abacus Computers Inc- Headsets - Local (199) - \$728, Teacher/Office Supplies-Warehouse - Bilingual (162) - \$1,852.38, Teacher/Office Supplies-Alamo Iron Works-Coach - Local (199) - \$510.02, Teacher/Office Supplies-Gateway-Facial Tissue - Local (199) - \$120.56, Teacher/Office Supplies - Local (199) - \$959.75, Teacher/Office Supplies-Gateway Calculators - Title III (263) - \$79.80, Teacher/Office Supplies- M & A Technology- OKI Toner - Local (199) - \$509.85, Teacher/Office Supplies-Amistad Floral & Crafts - Local (199) - \$80, Teacher/Office Supplies-Warehouse - State Comp. (164) - \$1,145.91, Teacher/Office Supplies-Warehouse - State Comp. (164) - \$218.70, Teacher /Office Supplies-M& A Technology-Document Cameras - Local (199) - \$1,231.60, Teacher/Office Supplies-Computer Mouse - Local (199) - \$158.70, Teacher/Office Supplies-Southern Computer Warehouse-Hard drives - Local (199) - \$95, Teacher/Office Supplies-Warehouse - State Comp. (164) - \$3,924.06, Teacher/Office Supplies-Warehouse - Local (199) - \$253.84</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 60 to 100 by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 70% to 100% protocol implementation based on observation tracker and weekly meeting notes. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

Performance Objective 1: Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.

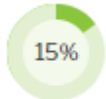



Evaluation Data Sources: * Digital Communication rubric - included in the handbook







(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)

* Family and Community Engagement Survey Checklist

(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)

* surveys





Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 2.5, 4.1, 4.2 Funding Sources: Misc. Operating Expense-Sam's Club-Parent Meeting - Title I (211) - \$67.16	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.





Evaluation Data Sources: * training invitation
* training sign-in sheets
* training agendas



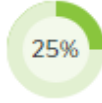

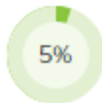

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Clothing Vouchers - Title I (211) - \$1,050	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Activity-1, 2, 3 Screen Printing -Spirit Shirt Fundraiser - Student Activity (865) - \$1,961, Student Activity-HEB- Grandparents Day - Student Activity (865) - \$266.76	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Truman Price Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.

Strategy 1 Details	Reviews			
Strategy 1: Truman Price Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				



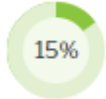

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Truman Price will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 6 Details	Reviews			
Strategy 6: Truman Price will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Truman Price will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

Evaluation Data Sources: Work orders





Strategy 1 Details	Reviews			
Strategy 1: Truman Price's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: Misc. Contracted Services-Matts and Scrapers - Local (199) - \$1,300, Supplies/Maintenance-Janitor-Wax & Stripper - Local (199) - \$1,641.10	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Truman Price's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Truman Price will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: SUPPLIES- RAPTOR BADGES - Local (199) - \$110, Supplies-Raptor Badges - Local (199) - \$220, F. Assets<\$5000.00-Mobile Relays LLC-Radios - Local (199) - \$1,100	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Truman Price will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Truman Price will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers



Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Employee Travel-2023 Texas Assessment Conference-P. Mendez, Assist. - Title I (211) - \$670.01, Employee Travel-2023 Texas Assessment Conference-P. Mendez, Assist. - Title II Teacher/Principal (255) - \$864.78	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details		Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Awards & Incentives-Positive Promotions-Cooler Totes/ Staff - Local (199) - \$492.37, Faculty Account-Positive Promotions-Cooler Totes/ Staff - Faculty Account (897) - \$608.47, Misc. Operating Expense-Marines Bakery - Local (199) - \$54, Misc. Operating Expense- El Pato - Local (199) - \$68.04		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					



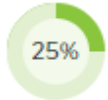

Goal 4: Focus On Employees And Organizational Excellence




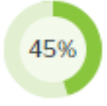
Performance Objective 2: 4.2 Truman Price will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).



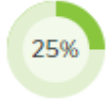





Evaluation Data Sources: District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHA).</p> <p>Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).</p> <p>[Staff Responsible for Implementation: Campus Administration]</p> <p>Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management</p> <p>Title I: 2.6</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>Funding Sources: Faculty Account-Sam's Club-Monthly Birthday Staff Recognition - Faculty Account (897) - \$196.70, Faculty Account-Lamac INC - Faculty Account (897) - \$94.92</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.</p> <p>Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: MISC. Contracted Services - Title I (211) - \$600</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p>Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 6 Details		Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Misc. Operating Expense-Sam's Club-Staff Meetings - Local (199) - \$320.56, Misc. Operating Expense-Sam's Club-Staff Meetings - Local (199) - \$281, Misc. Operating Expense-Sam's Club-Staff Meetings - Local (199) - \$226.22, Misc. Operating Expense-Sam's Club-Staff Meetings - Local (199) - \$260.73, Misc. Operating Expense-Sam's Club-Meetings - Local (199) - \$95.86, Misc. Operating Expense-Sam's Club- Staff Meetings - Local (199) - \$215.02		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Truman Price Elementary based on the 5-year Strategic Plan.



Evaluation Data Sources: C.N.A.







Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Student Activity-Outdoor Sign - Student Activity (865) - \$225	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: Truman Price will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Evaluation Data Sources: T. Price will use all approved vendors.

Strategy 1 Details	Reviews			
Strategy 1: Truman Price will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teacher/Office Supplies-Sam's Club-Storage Boxes - Local (199) - \$79.92, Teacher/Office Supplies-Warehouse - Local (199) - \$235.38	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Truman Price will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.</p> <p>Strategy's Expected Result/Impact: Campus Budget planned to limit and/or avoid campus budget changes or amendments.</p> <p>Staff Responsible for Monitoring: Campus Secretary and Campus Principal</p> <p>Title I: 2.5, 2.6</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: Student Activity-Lamac Inc-Prizes - Student Activity (865) - \$464.14, Student Activity- Wal-Mart-Prizes - Student Activity (865) - \$483.73, Student Activity-Sam's Club- 2nd Grade Dance Fundraiser - Student Activity (865) - \$300.14, Student Activity- Wal-Mart- - Student Activity (865) - \$175.90, Student Activity-Sam's Club-Cheer - Student Activity (865) - \$22.94, Student Activity-Sam's Club Cheer - Student Activity (865) - \$26.98, Awards & Incentives-Sam's Club-PBIS/CKH - Local (199) - \$155.38, Misc. Operating Expense-Library-Battle of the Books - Local (199) - \$500, Student Activity-Deanan Gourmet Popcorn-2nd grade - Student Activity (865) - \$1,150, Awards & Incentives-Little Caesar's Pizza-Top AR - Local (199) - \$77.88, Misc. Operating Expense-Wal-mart-Top AR - Local (199) - \$53.20, Student Activity-Second grade Field Trip- UTRGV, Peter Piper Pizza, & Transportation - Student Activity (865) - \$2,043.25, Teacher/Office Supplies-Gateway - Local (199) - \$139.62, Student Activity-1st Grade-Rocky Mountain Chocolate Factory Fundraiser - Student Activity (865) - \$1,967, Awards & Incentives-Wal-Mart/Bikes - Local (199) - \$196, Awards & Incentives-HEB - Local (199) - \$115.37, Awards & Incentives-Wal-Mart-PBIS/ CKH - Local (199) - \$35.12, Student Activity- PK Field Trip - Student Activity (865) - \$2,227.81, F. Assets<\$5000.00-Mobile Relays- Radios - Local (199) - \$1,100, Teacher/Office Supplies-Sam's Club-Storage Totes - Local (199) - \$59.94, Awards & Incentives-Positive Promotions-Lanyards - Local (199) - \$672.68, Awards & Incentives-Walmart- Top AR - Local (199) - \$36.32, Awards & Incentives-Little Caesar's Pizza-Top AR - Local (199) - \$32.45, Awards & Incentives-Little Caesars Pizza-Top AR - Local (199) - \$77.88, Student Activity-1,2, 3 Screen Printing-Student t-shirts - Student Activity (865) - \$3,340.25, Misc. Operating Expenses- Sam's Club-UIL - Local (199) - \$177.88, Misc. Operating Expenses-Little Caesar's Pizza-UIL - Local (199) - \$155.76, Student Activity-World's Finest Chocolates - Student Activity (865) - \$10,020, Library- Scholastic Book Fairs - Library Account (898) - \$2,328.45, Misc. Operating Expense-Little Caesar's Pizza- Top AR/Meets & Masters - Local (199) - \$77.88, Misc. Operating Expense-Sam's Club-Top AR Juices/Meets & Masters - Local (199) - \$31.92, Student Activity- Deanan Gourmet Popcorn-3rd grade - Student Activity (865) - \$1,815, Misc. Operating Expense-Walmart- Candy Canes - Local (199) - \$134.26, Student Activity-KN Field Trip - Student Activity Fund (865) - \$1,411, Student Activity-Library-Walmart - Library Account (898) - \$138.76, Student Activity-Little Caesars Pizza-Library - Library Account (898) - \$45.43, Teacher/Office Supplies-Jones/Cerificates - Local (199) - \$305.03, Student Activity -Champion Awards - Student Activity Fund (865) - \$1,203.75</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Demographics

Committee Role	Name	Position
Classroom Teacher	Ana Fuentes	Teacher
Classroom Teacher	Johana Perez	Teacher
Classroom Teacher	Marisa Perez	Teacher
Classroom Teacher	Claudia De La Rosa	Teacher
Classroom Teacher	Stephany Soto	Teacher
Paraprofessional	Belinda Romero	Instructional Aide
Paraprofessional	Karla Carrasco	Instructional Aide
Paraprofessional	Neyda De La Fuente	Instructional Aide
Paraprofessional	Francisco Bernal	Instructional Aide
Paraprofessional	Mayra Martinez	Instructional Aide
Attendance/PEIMS Clerk	San Juanita Soto	Office PEIMS Clerk
Administrator	OLGA CERVANTES	Principal
Custodian	Nereida Gonzalez	Custodian
Cafeteria Employee	Ana Martinez	Cafeteria worker
Cafeteria Employee	Yuvonne Gonzalez	Cafeteria worker

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Candido Martinez	Teacher
Classroom Teacher	Patricia Villarreal	Teacher
Classroom Teacher	Yvonne Garcia	Teacher
Classroom Teacher	Guadalupe Cantu	Teacher
Classroom Teacher	Lisa Moreno	Teacher
Classroom Teacher	Maria Navarro	Teacher
Classroom Teacher	Yaneht Valeria-Sanchez	Teacher
Classroom Teacher	Rinus De La Rosa	Teacher
Paraprofessional	Veronica Bustos	Instructional Aide
Paraprofessional	Rose Mary Rodriguez	Instructional Aide
Administrator	Patricia Mendez	Campus Assistant Principal
Classroom Teacher	Yadira Villarreal	Teacher
Cafeteria Employee	Rosa Valdez	Cafeteria worker

Perception

Committee Role	Name	Position
Classroom Teacher	Gina Ortega	Teacher
Classroom Teacher	Maira Espinoza	Teacher
Classroom Teacher	Dalia Segura	Teacher
Classroom Teacher	Monica Valdez	Teacher
Classroom Teacher	Maria Rodriguez	Teacher
Classroom Teacher	Emily Guerra	Teacher
Paraprofessional	Priscilla Rojas	Instructional Aide
Paraprofessional	Amber Cabrera	Instructional Aide
Paraprofessional	Joshua Dominguez	Instructional Aide
Nurse	Maria Buenrostro	Campus Nurse
Counselor	Anibal Gonzalez	Campus Counselor
Attendance Helper	Guillermina Cordero	Attendance Helper
Campus Secretary	Donna Handy	Campus Secretary
Parent Liaison	Rita Santoy	Parent Educator
Counselor	Norma Sustaita	Custodian

School Process

Committee Role	Name	Position
Classroom Teacher	Martha Reyna	Teacher
Classroom Teacher	Alma Rosales	Teacher
Classroom Teacher	Sara Gonzalez	Teacher
Classroom Teacher	Rosa Bermea	Teacher
Classroom Teacher	Krystal Garate	Teacher
Classroom Teacher	Deborah Carr Sanchez	Teacher
Paraprofessional	Sandra Marquez	Instructional Aide
Classroom Teacher	Gaspar Sanchez	Instructional Aide
Paraprofessional	Donna Castillo	Instructional Aide
Paraprofessional	Bryan Cruz	Instructional Aide
Librarian	Marina Lopez	Librarian
Communities in Schools	Vanessa Moncayo	Social Worker
Custodian	Rosa Vasquez	Custodian
Custodian	Pablo Belmares	Custodian
Cafeteria Employee	Sandra Ortega	Cafeteria Manager

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Warehouse		\$2,906.03
1	1	2	Teacher/Office Supplies-Warehouse		\$1,852.38
Sub-Total					\$4,758.41
Budgeted Fund Source Amount					\$6,072.00
+/- Difference					\$1,313.59
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Cielo Office Products		\$117.00
1	1	2	Teacher/Office Supplies-Warehouse		\$3,924.06
1	1	2	Teacher/Office Supplies- Warehouse		\$1,145.91
1	1	2	Teacher/Office Supplies-Warehouse		\$1,758.10
1	1	2	Teacher/Office Supplies-Warehouse		\$218.70
1	1	2	Teacher/Office Supplies-Warehouse		\$2,576.35
Sub-Total					\$9,740.12
Budgeted Fund Source Amount					\$7,060.00
+/- Difference					-\$2,680.12
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Poster Ink and Paper		\$622.80
1	1	2	Teacher/Office Supplies-Cielo Office Products-Vis-A-Vis		\$234.00
1	1	2	Teacher/Office Supplies-Computer Mouse		\$158.70
1	1	2	Teacher /Office Supplies-Gateway		\$71.84
1	1	2	Teacher/Office Supplies-Warehouse		\$253.84
1	1	2	Teacher/Office Supplies-Demco-Library		\$976.89
1	1	2	Teacher/Office Supplies-Warehouse		\$1,926.02
1	1	2	Teacher/Office Supplies-Gateway-Facial Tissue		\$120.56

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies		\$959.75
1	1	2	Teacher /Office Supplies-M& A Technology-Document Cameras		\$1,231.60
1	1	2	Teacher/Office Supplies-Alamo Iron Works-Coach		\$510.02
1	1	2	Teacher/Office Supplies-M & A Technology-Poster Ink & Paper-Coach		\$591.65
1	1	2	Teacher/Office Supplies-Gateway		\$564.90
1	1	2	Teacher/Office Supplies- M & A Technology- OKI Toner		\$509.85
1	1	2	Teacher/Office Supplies- Abacus Computers Inc- Headsets		\$728.00
1	1	2	Teacher/Office Supplies-Southern Computer Warehouse-Hard drives		\$95.00
1	1	2	Teacher/Office Supplies-Amistad Floral & Crafts		\$80.00
1	1	2	Teacher/Office Supplies-Warehouse		\$548.64
1	1	2	Teacher/Office Supplies-School Specialty- Crochet Needles		\$24.11
1	1	2	Teacher/ Office Supplies-Warehouse		\$78.00
3	2	1	Misc. Contracted Services-Matts and Scrapers		\$1,300.00
3	2	1	Supplies/Maintenance-Janitor-Wax & Stripper		\$1,641.10
3	2	3	F. Assets<\$5000.00-Mobile Relays LLC-Radios		\$1,100.00
3	2	3	SUPPLIES- RAPTOR BADGES		\$110.00
3	2	3	Supplies-Raptor Badges		\$220.00
4	1	3	Awards & Incentives-Positive Promotions-Cooler Totes/ Staff		\$492.37
4	1	3	Misc. Operating Expense- El Pato		\$68.04
4	1	3	Misc. Operating Expense-Marines Bakery		\$54.00
4	2	6	Misc. Operating Expense-Sam's Club-Staff Meetings		\$226.22
4	2	6	Misc. Operating Expense-Sam's Club- Staff Meetings		\$215.02
4	2	6	Misc. Operating Expense-Sam's Club-Staff Meetings		\$281.00
4	2	6	Misc. Operating Expense-Sam's Club-Staff Meetings		\$320.56
4	2	6	Misc. Operating Expense-Sam's Club-Staff Meetings		\$260.73
4	2	6	Misc. Operating Expense-Sam's Cub-Meetings		\$95.86
5	2	1	Teacher/Office Supplies-Warehouse		\$235.38
5	2	1	Teacher/Office Supplies-Sam's Club-Storage Boxes		\$79.92
5	2	2	Teacher/Office Supplies-Jones/Cerificates		\$305.03
5	2	2	Misc. Operating Expense-Little Caesar's Pizza- Top AR/Meets & Masters		\$77.88

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Awards & Incentives-Walmart- Top AR		\$36.32
5	2	2	Awards & Incentives-HEB		\$115.37
5	2	2	Misc. Operating Expense-Library-Battle of the Books		\$500.00
5	2	2	Awards & Incentives-Wal-Mart-PBIS/ CKH		\$35.12
5	2	2	Misc. Operating Expenses- Sam's Club-UIL		\$177.88
5	2	2	Awards & Incentives-Little Caesars Pizza-Top AR		\$77.88
5	2	2	Awards & Incentives-Little Caesar's Pizza-Top AR		\$32.45
5	2	2	F. Assets<\$5000.00-Mobile Relays- Radios		\$1,100.00
5	2	2	Teacher/Office Supplies-Sam's Club-Storage Totes		\$59.94
5	2	2	Misc. Operating Expenses-Little Caesar's Pizza-UIL		\$155.76
5	2	2	Awards & Incentives-Positive Promotions-Lanyards		\$672.68
5	2	2	Teacher/Office Supplies-Gateway		\$139.62
5	2	2	Awards & Incentives-Little Caesar's Pizza-Top AR		\$77.88
5	2	2	Misc. Operating Expense-Walmart- Candy Canes		\$134.26
5	2	2	Awards & Incentives-Wal-Mart/Bikes		\$196.00
5	2	2	Misc. Operating Expense-Wal-mart-Top AR		\$53.20
5	2	2	Awards & Incentives-Sam's Club-PBIS/CKH		\$155.38
5	2	2	Misc. Operating Expense-Sam's Club-Top AR Juices/Meets & Masters		\$31.92
Sub-Total					\$21,120.94
Budgeted Fund Source Amount					\$37,905.00
+/- Difference					\$16,784.06
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Warehouse		\$2,296.34
2	1	3	Misc. Operating Expense-Sam's Club-Parent Meeting		\$67.16
2	2	1	Clothing Vouchers		\$1,050.00
4	1	1	Employee Travel-2023 Texas Assessment Conference-P. Mendez, Assist.		\$670.01
4	2	3	Misc. Contracted Services		\$600.00
Sub-Total					\$4,683.51
Budgeted Fund Source Amount					\$10,478.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$5,794.49
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Employee Travel-2023 Texas Assessment Conference-P. Mendez, Assist.		\$864.78
Sub-Total					\$864.78
Budgeted Fund Source Amount					\$3,336.00
+/- Difference					\$2,471.22
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Gateway Calculators		\$79.80
1	1	2	Testing Materials- Abacus Computers Inc- Headsets		\$572.00
Sub-Total					\$651.80
Budgeted Fund Source Amount					\$1,584.00
+/- Difference					\$932.20
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Activity-Wal-Mart -Storage Bags		\$46.72
1	1	2	Student Activity-Tidmore US & TX Flag Sets		\$439.95
2	2	2	Student Activity-HEB- Grandparents Day		\$266.76
2	2	2	Student Activity-1, 2, 3 Screen Printing -Spirit Shirt Fundraiser		\$1,961.00
5	1	1	Student Activity-Outdoor Sign		\$225.00
5	2	2	Student Activity-Deanan Gourmet Popcorn-2nd grade		\$1,150.00
5	2	2	Student Activity- Wal-Mart-		\$175.90
5	2	2	Student Activity-1st Grade-Rocky Mountain Chocolate Factory Fundraiser		\$1,967.00
5	2	2	Student Activity-Sam's Club Cheer		\$26.98
5	2	2	Student Activity-Lamac Inc-Prizes		\$464.14
5	2	2	Student Activity-Sam's Club- 2nd Grade Dance Fundraiser		\$300.14
5	2	2	Student Activity-Sam's Club-Cheer		\$22.94
5	2	2	Student Activity-Second grade Field Trip- UTRGV, Peter Piper Pizza, & Transportation		\$2,043.25

Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Student Activity-1,2, 3 Screen Printing-Student t-shirts		\$3,340.25
5	2	2	Student Activity- Wal-Mart-Prizes		\$483.73
5	2	2	Student Activity- Deanan Gourmet Popcorn-3rd grade		\$1,815.00
5	2	2	Student Activity-World's Finest Chocolates		\$10,020.00
5	2	2	Student Activity- PK Field Trip		\$2,227.81
Sub-Total					\$26,976.57
Budgeted Fund Source Amount					\$225.00
+/- Difference					-\$26,751.57
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Faculty Account-Positive Promotions-Cooler Totes/ Staff		\$608.47
4	2	1	Faculty Account-Lamac INC		\$94.92
4	2	1	Faculty Account-Sam's Club-Monthly Birthday Staff Recognition		\$196.70
Sub-Total					\$900.09
Budgeted Fund Source Amount					\$196.70
+/- Difference					-\$703.39
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Student Activity-Little Caesars Pizza-Library		\$45.43
5	2	2	Student Activity-Library-Walmart		\$138.76
5	2	2	Library- Scholastic Book Fairs		\$2,328.45
Sub-Total					\$2,512.64
Budgeted Fund Source Amount					\$2,328.45
+/- Difference					-\$184.19
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra-Duty Pay/External Tutors		\$47,385.00
Sub-Total					\$47,385.00
Budgeted Fund Source Amount					\$47,385.00
+/- Difference					\$0.00

Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Student Activity -Champion Awards		\$1,203.75
5	2	2	Student Activity-KN Field Trip		\$1,411.00
Sub-Total					\$2,614.75
Budgeted Fund Source Amount					\$1,950.00
+/- Difference					-\$664.75
Grand Total Budgeted					\$118,520.15
Grand Total Spent					\$122,208.61
+/- Difference					-\$3,688.46