

**Donna Independent School District**  
**Truman Price Elementary**  
**2022-2023 Campus Improvement Plan**



# 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

## Needs Assessment Overview

### Needs Assessment Overview Summary

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# Demographics

## Demographics Summary

### Findings/Analysis:

#### STUDENTS

The 2020-2021 Truman Price Elementary student data indicates a total enrollment of 396 students as of May 2021. Based on demographic reports, there are 182 females students and 214 males students. Of those students, 100% are Hispanic/Latino students. This year there was a decline in student population. Students are being enrolled in Virtual schools, charters schools, and other open enrollment school districts. Of the 56 students that were lost, 85% - 90% of them attend Donna ISD schools. Most of our students come from rural areas (colonias-outside city limits).

There are 322/396 (176 males, 146 females, all Hispanic) "At Risk" students. Students identified At Risk if they are 504. recent immigrants, LEP, migrant, in the Special Education programs, homeless/unaccompanied, dyslexic, reading below grade level, and students that did not pass the STAAR assessments, students who have been retained and economically disadvantaged.

504: 6 students, 3 males, 3 females, 100% Hispanic

Recent Immigrant: 8 students, 7 females, 1 male, 100 %Hispanic

Bilingual: 189, 105 males, 84 females, 100% Hispanic

Migrant: 6 students, 3 males, 3 females, 100% Hispanic

Special Education: 32 students, 25 male, 7 female, 100% Hispanic (over rep. 2 life skills units)

Homeless: 48 students, 27 males, 21 females, 100% Hispanic

Dyslexia: 3 students, 2 males, 1 female 100% Hispanic

Gifted & Talented: 42, 19 male, 23 female, 100% Hispanic

At Risk: 322, 176 male/146 female, 100% Hispanic

#### STAFF

Total Staff: 66

Male: 11

Female: 55

White: 0 %

Hispanic: 100 %

Para-professional: 22

Front Office Staff: 6

Professionals: 31

Custodial and Cafeteria: 7 (3 custodians, 4 cafeteria staff)

Truman Price Elementary has 11 male staff members and 55 female staff members. One staff member is identified as white and 65 are Hispanic. There are 22 para-professionals, 31 professionals, and 7 staff members are part of the custodial and cafeteria staff.

The teacher/student ratio is 22:1. The requirements for earning a teaching certificate vary by state. The process typically requires passing a battery of exams and completing an approved teacher education program, earning a bachelor's degree, and passing a background check. Teacher candidates must complete an alternative educator preparation program if they do not have a bachelor's in interdisciplinary studies. Candidates must pass the appropriate teacher certification exams, and they must submit a state application after meeting all other requirements. Teacher candidates must be fingerprinted as part of a national criminal background check.

Educational paraprofessionals are required to have at least two years of college or an associate's degree. Associate's degree programs, such as the Associates of Applied Science in Paraprofessional Education, can prepare students to play a variety of supportive roles in the classroom.

Teachers at Truman Price Elementary keep up with their GT Certification every year. Teachers are part of the DLPAC and CLPAC committees. Every year, teachers attend district trainings, TELPAS trainings, STAAR trainings and summer workshops.

Over time special programs such as 504, and RTI have gradually been successful as far as data goes. Bundle tests and STAAR scores show that some of the 504 and RTI population can pass their exams and the rest have scores that are not meeting satisfactory levels to pass, but continue to gradually progress on their scores.

In order for students to be eligible to exit special programs, students must meet certain requirements. Students who progress in their six weeks' scores, bundle exams, and are successful in Istation exams are eligible to exit from programs such as RTI. Patterns in data show that students who meet all the requirements listed above are successfully exited from special programs.

Programs available for At Risk students are Migrant tutorials, 504, RTI, & Saturday and After School Tutorials. Students are targeted by their reading levels, bundle assessment, benchmark assessment, teacher observation, & formal/informal assessments. Also used are both state and local indicators such as LEP Retention Lists, & Reading Levels.

Attendance rates are low on a daily basis. Attendances has dropped over the past several years. Interventions used to promote attendance are technology days, dances, weekly incentives, recognition daily during announcements, and parent contact by attendance clerk, teachers, & PEIMS clerk.

## Demographics Strengths

- Teachers are certified by TEA.
- Most teachers are Bilingual certified.
- ELL students are provided with accommodations.
- There is staff development for teachers.
- Implementation of Priceville
- New vision for the district

- 3 year old full day program
- 4 year old full day program
- open enrollment
- We have a life skills class.
- We have Clubs Friday, such as Dance Club, Garden Club, Cooking Club, Kareoke Club, Drama Club, Weaving Club, Gaming Club, Arts and Crafts Club, Folklorico Club, and more.
- Teamwork among staff members through vertical and horizontal alignment
- Teachers follow best instructional accommodations through RTI.
- Students are provided with tutorials when needed.
- Capturing Kids Hearts ease the transtion from Pandemic Mode to Full Regular Classroom Mode.
- CKH helped with discipline following the Guidelines for Success: Be Respectful, Be Responsible, Be Safe.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** It may look like we lost 100 students in enrollment. **Root Cause:** Some parents were afraid of COVID so students were enrolled in Virtual Schools.

**Problem Statement 2:** We do not provide enough opportunities for family engagement. **Root Cause:** Due to COVID Protocols, parents were not allowed in campus during the first semester of the school year.

**Problem Statement 3:** There is a lack of parental involvement. **Root Cause:** COVID social distancing kept our parents away from the campus.

**Problem Statement 4:** We need to provide opportunities for GT students to be involved in more challenging activities as well as provide challenges for all students.

**Problem Statement 5:** There are not enough engaging activities throughout the school year to involve students and provide exciting educational experiences in and out of the classroom.



# Student Learning

## Student Learning Summary

### Data Sources:

Student Indicator Report

Enrollment:396

Attendance: Pre-K3 85%, Pre-K4 87%, K-88%, 1st 87%, 2nd 90%, 3rd 91%, 4th 89%, 5th 91%

### Findings/Analysis:

Third Grade Reading campus performance resulted in 22% gains in Approaches, 17% increase in Meets, and 5% increase in Masters.

Fourth Grade Reading campus performance resulted in 25% Approaches, 13% increase in Meets, and 10% increase in Masters.

Fifth Grade Reading campus performance resulted in 24% Approaches, 5% increase in Meets, and 12% increase in Masters.

**The bilingual students who tested in English scored about the same or higher than the English speaking students. The bilingual students who tested in Spanish were not successful. They scored 5th grade 41% Approaches, 4th grade 31% Approaches, and 3rd grade 11% Approaches.**

3rd grade math campus performance resulted in 25% increase in Approaches, 11% increase in Meets, and 2% increase in Masters.

4th grade math campus performance resulted in 19% increase in Approaches, 10% increase in Meets, and 7% increase in Masters.

5th grade math campus performance resulted in 25% increase in Approaches, 32% increase in Meets, and 20% increase in Master.

### Findings

**The amount of students tested in Spanish in Math was minimum, always less than 5 students. 100% were successful in 5th grade, about 40% were successful in 4th grade, and 0% in 3rd grade.**

### Student Learning Strengths

- Most of English speakers students do well during testing.
- Most of the students show growth on their STAAR scores.
- Most of the students improved a level in Istation.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Target 2nd - 5th grade Reading and Math **Root Cause:** Solution \*Lower grade level Teachers will assist with leading tutorials and interventions \*Lower grade level Teaching assistants can take over classroom while Teacher assists with tutorials/interventions \*Considered timing would be during Social Studies

**Problem Statement 2:** Below 65% of teachers know how to retrieve data from student programs (e.g. Istation and Imagen Math). **Root Cause:** Teachers need to use the program more often and play with all the keys to find all kinds of reports.

**Problem Statement 3:** Students spend too much time using the computers. **Root Cause:** More hands on / concrete activities happening in the lower grade levels Less reliance on technology unless utilizing for computer programs or supplement instruction/activities Computer lab, library rotation, PE rotation.

**Problem Statement 4:** 2nd graders need chrome books instead of Ipads **Root Cause:** Allows them the opportunity to practice manipulating device in preparation for 3rd grade

**Problem Statement 5:** Students need motivation. **Root Cause:** SOLUTION A LOT OF CONSISTENT INCENTIVES! Better prizes - items that students are interested in and enjoy Small weekly incentives Weekly competitions / attendance Food / snacks / coupons / points / fun Friday Larger Six - Week incentives Reading Competitions / Math Competitions / Perfect Attendance Lunch with Teacher / Technology day / Free dress / dance EOY Incentives Meeting yearly goal

# School Processes & Programs

## School Processes & Programs Summary

School Processes define what teachers are doing to get the results that we are getting. For example, how is reading being taught at grade two, or math at grade six? School Processes include programs, instructional strategies, and classroom practices. To change the results schools are getting, teachers and school personnel must begin to document these processes and align them with the results they are getting in order to understand what to change to get different results, and to share their findings.

### Data Sources:

- Assistant Principals (2) - 94.5%
  - H: 96.5% L: 92.5%
- Diagnostician, Librarian (2) - 92.%
  - H: 97.7% L: 86.8%
- Elementary Principal, LSSP (2) - 97.9%
  - H: 99.1% L: 96.7%
- Instructional Aide (15) - 94.6%
  - H: 99.9% L: 85.1%
- Mariposa Admin (2) - 97.9%

### H: 99.8% L: 96%

- Mariposa Instructional Aides (2) - 81.2%
  - H: 91.9% L: 70.6%
- Nurse (1) - 93.3%
- Attendance Helper (1) - 100%
- Teachers (27) - 92.9%
  - H: 100% L: 67.1%
- Tutors/Students (3) - 100%

### Data Sources:

- CLPAC

- DLPAC
- Insurance Committees
- CNA/CIP
- grade-level meetings
- PLCs

Activities:

- GT Gallery Walk
- STAAR information and Goals Meeting
- Meet the Teacher Night
- Open House
- Board Member Appreciation Week
- Six Weeks Awards Celebrations
- 
- DLPAC
- CLPAC
- Parental Involvement activities/meetings
- PBIS Surveys
- Capturing Kids' Hearts surveys
- CNA surveys

In DLPAC and CLPAC, parents are directly involved in the decision-making process. In parental involvement meetings or meeting in which family members and community members are in attendance, they are allowed to question and provide feedback. Their feedback helps us in making decisions for the betterment of our children/school.

**Findings/Summary:**

At Truman Price Elementary, we ensure that all staff that is considered for a position comes with a highly qualified educational background in their area or specialty as required by federal mandates as well as is knowledgeable and touches on important elements that may be involved in their daily duties. They must possess certification in their specific grade level and carry the bilingual endorsement or certification. Applicants undergo a thorough background check through our Human Resources department to make certain that applicants have the necessary certifications before being sent to campuses to interview. Applicants undergo a ten-question interview process where a hiring committee made up of campus

administrators, teachers, and other support staff use a rubric to rate applicants based on their responses. We look at years of experience, familiarity with educational programs, best practices, and other factors are also considered.

Our staff attendance rate is about 94%. The retention rate of staff members is very good. Only two teachers retired and two instructional aides for this school year.

We did have subject-area meetings (math and reading) in which data was discussed and analyzed, teachers and administrators discussed best practices and had make and take sessions.

Highly effective staff is assigned to work with the highest need students. Teachers who have had a good number of their students pass the STAAR are able to work with a smaller group of students who still have not yet passed the exam. Smaller groups are easier to work with and the teacher can target those skills not yet mastered. Those students who passed are able to participate in enrichment activities.

Currently, we do not have mentor teachers, but according to surveys teacher work collaboratively to ensure student success. New staff members are supported through grade level support, observations with feedback, and staff development.

At Truman Price Elementary we have systems in place to build capacity and support the notion of continuous improvement. These systems include the CLPAC, parent center, tutorials, assistance/mentoring from district personnel (strategists), district surveys, and staff development. Administrators use walkthroughs and student data to determine if professional development is needed for staff. Professional development is provided to staff members upon request. Collective and individual decisions regarding professional development is determined by the content and grade level that teachers are teaching, by the numbers of years of experience, by requirements for refreshers on content areas, the need for more training in technology, the number of advance students and the number of low performing/struggling students, and the number of yearly required hours. Recent professional development includes workshops for conducting MOY and EOY assessments, technology, science, SpEd/CPI, GT share fair, Child Abuse, Mental Health, and CyberBullying. The need for professional development is monitored on Strive, by school district personnel, and by campus administration.

Student learning and achievement increases when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges. Follow-Up is one of the most important parts of making sure PD is being implemented in the classroom. Administrators make sure we are provided with feedback and assistance to help us grown in that new learning. Every teacher is expected to utilize strategies learned during professional development and show positive results. Follow ups provide consistent feedback for teachers.

In order to encourage parental involvement, we have literacy nights in which grade levels set up literacy activities in which parents are given the opportunity to interact with their children. We also have six weeks honor roll and perfect attendance parades, Muffins with Mom, the GT Fair Share, Field Day, a Christmas program, parent educator sessions.

Truman Price Elementary has 1 parent representative in the CLPAC. This parent representative can speak, vote, and help the committee make decisions. Other services available to promote healthy family relationships include, SpEd symposiums, District Career Readiness Fair, Career Day at school, literacy nights, STAAR trainings for parents, parent educator trainings for parents, and fliers from the Nursing department that are created to spread awareness for certain illnesses or health conditions. We also support parents by providing fliers, notes, Black Board messages, and Class Dojo messages in Spanish. We have partnerships in the community that help us by providing physical education development games, by donating during Christmastime, by coming to make presentations during career day, by being guest speakers during literacy nights and author nights, by providing donations during Thanksgiving and Relay For Life, and by assisting us in the implementation of the fresh-fruit and vegetable program.

We support students in special programs by providing services such as SpEd services, Dyslexia (Ravo) strategies, computer book programs, migrant tutoring, Lexia for ELs and RTI. A like skills class is available for students with severe disabilities.

The school district does support the needs of schools as needed and within the budget, with federal and local funding. They also provide teachers with an online curriculum that offers quick and easy access to data. Professional development is available and district strategists are assigned to different campuses to assist teachers as needed.

At Truman Price Elementary the students are group by language in order to best provide EL support to students based on their needs. For example, second grade had to non-LEP classes and two bilingual classes. The students in the two bilingual classes were divided by their English language proficiency. One teacher had students who were beginners and intermediates on the TELPAS test results from the previous year. The second bilingual teacher had students who scored at the advanced and advanced high levels on TELPAS the

previous year. Our class schedules allot more time for core subjects, and in order to support those subjects in which students perform poorly, we have tutorials, Istation, ACE, tutoring camps during the last month before testing, Saturday tutoring camps, and tutoring from support staff like classroom paraprofessionals, librarian, and school administrators.

Aside from district policies and mandates, school decisions are made by CLPAC members who bring information from their grade level team. Teachers may also voice opinions during staff meetings, through climate surveys, comprehensive needs assessments, and our school administration has an open door policy. These processes for decision making make it easy for every staff member to take part and be heard, making decisions and coming up with solutions to solve problems.

Teachers play an important role in deciding what assessments to use with their students. They decide whether to use an individualized approach or assess the whole group depending on the needs of the students being assessed. For example, in reading, teachers can assess students individually by conducting running records, or they may assess the whole group with exams like the ones provided by our school district every six weeks. Teachers can assign assessments through Istation and can administer weekly assessments/quizzes.

In order to monitor, evaluate, and renew the curriculum, teachers are required to attend Year at a Glance meetings at the school district. Here, teachers evaluate the effectiveness of the curriculum guide. Teachers also take part in creating the curriculum for the upcoming school year. Embedded in the curriculum are strategies for diverse learners as well as special populations. Strategists working for the district oversee the curriculum writing process and make changes as needed.

### **Summary of Needs:**

Our campus is in need of more targeted trainings for our teachers. We need more student resources that are up to par with assessment materials. We would also benefit by having computers or other electronic devices that work properly when needed. We would benefit from having different committees such as a committee that will assist in time of crisis or emergency.

Needs for new instructional aides

- Access to programs that teachers use. (This could allow them to view reports.)
- Computers and/or iPads to access curriculum guides
- Trainings on strategies that teachers use in the classroom in order to be aligned.
- Specific/designated area for tutoring
- We may need to be revise decisions on student class schedules and grouping.
- We need to make sure that we are implementing the bilingual program consistently and make sure that we are all on the “same page”.
- It was difficult to think of professional development that we attended this year. Perhaps, due to Covid, we haven’t got around to taking advantage of professional development opportunities.

### **School Processes & Programs Strengths**

- Our campus is very good in connecting with parents, students, and the community through meaningful activities.
- We have several teachers who do curriculum writing in the summer. This is good for our campus because we are updated with changes made to the curriculum.
- We are able to update student information or current student progress on Eduphoria. This provides teachers with immediate data
- Teachers collaborate with eah other ans share ideas and teaching skills across grade levels

- McKinney Vento
- Students identified to be MV can be provided with clothing vouchers, extra tutoring, counseling, transportation, vision care, monetary assistance in extenuating circumstances, food and toiletries.
- - United Way
  - Communities in Schools
  - free vaccination clinics
  - free lunch (meals on wheels)
  - scholarships through fundraisers
  - school supply drives
  - Burlington (adopt a classroom)
  - RGV food bank
  - School Tools
- Student Learning:
  - Saturday tutorials HB4545
  - Instructional aides provide small group instruction during their conference periods.
  - small group instruction and one-to-one assistance is provided by the classroom teacher
- - Our teachers and staff are great at communicating with parents and updating them on school events and activities.
  - Our teachers and administration collaborate with each other and share ideas through subject-focused meetings.
  - Teachers are involved in curriculum writing which in turn allows us to have a better understanding of the different content areas.
  - We provide many opportunities for families, community members, staff, and students to provide feedback and voice concerns.
  - All staff members are highly qualified.
  - We have many different supports, activities, and programs available for our students and families.
  - We have been “putting ourselves on the map”
    - UIL, Spelling Bee, Battle of the Books, Clubhouse Fridays, Capturing Kids’ Hearts

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We do not have a committee that will enable our campus to respond immediately and appropriately in a crisis or emergency. **Root Cause:** This year we are creating one.

**Problem Statement 2:** We need more targeted training/professional development. **Root Cause:** This coming year , we are using the Instructional Leadership Team to keep the entire staff in sync in PD.

**Problem Statement 3:** Too much time is spent on assessments. **Root Cause:** Train teacher to use assessment data as instruction tool.

**Problem Statement 4:** There are not enough Spanish resources as there are English resources. **Root Cause:** Campus needs to invest in books in Spanish, so we can have millionaires in Spanish.

**Problem Statement 5:** Computers do no always work. They should be updated periodically so that deadlines are met for student progress and assessments in Imagine Math, Istation, Reasoning Minds, TELPAS, GT testing, etc. **Root Cause:** Work orders need to be place.



# Perceptions

## Perceptions Summary

Perceptions data help us understand what students, parents, teachers, and others think about the learning environment. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics. –Victoria Bernhardt

### Data Sources:

Student Surveys

Family Surveys

Teacher/Staff Surveys

Student Discipline Incident Count Report

Student Discipline Incident Summary Report

Student Attendance Data (all tardies and absences)

## Findings

To obtain the most current and accurate data, we surveyed students, families, and teachers and compared our findings across the three groups. Our survey questions measured safety, academic rigor, student support, student-teacher relationships, the physical environment, and parental involvement. Over 90 percent of our student population was surveyed, we received 28 staff surveys and 153 family surveys.

## Families

Our family survey questions measured parents' perceptions of the degree to which they feel their student enjoys and is successful at school (Teaching and Learning), parents' perceptions of their student's safety at school (School Safety), parents' perceptions of the degree to which their student is supported and treated fairly by adults and peers within the school (Interpersonal Relationships), parents' perceptions of the maintenance and resources of their student's school (Institutional Environment), and parents' perceptions of the degree to which they are involved in their student's education (Parental Involvement). We had about 35 percent participation from our families with an even distribution of surveys received from each grade level.

## Teaching and Learning

According to the responses, our families feel that their students enjoy school and that the teachers work hard to promote academic success for all students. Most families feel that our school sets clear rules for behavior, although, it has been recommended by the committee that school rules be clear and concise across the grade levels and posted around the school along with posters/charts that promote good behavior through positive reinforcement and reminders of incentives.

## School Safety

The majority (between 75-80 percent) of families feel that their child is safe at school and going to and from school. Recommendations by families on this measure included increasing the number of security guards and providing aides on the buses.

## Interpersonal Relationships

The survey data showed that there is some improvement needed in the area of interpersonal relationships. Only sixty – five to 71 percent of families responded positively to the survey questions in this subscale. According to the responses, some families do not feel that school rules and procedures are fair and some families feel that not all students are treated fairly and with respect. Some parents disagree that students are frequently recognized for good behavior.

### **Institutional Environment**

Families agree that teachers at our school keep their classrooms clean and organized, and the school building is well-maintained. Only 3 families strongly disagreed on this measure. When survey about resources such as extra-curricular activities, 27 parents from across the grade levels feel that our school does not offer extra-curricular activities. Most of these responses were from families of students in the grades Pre-K to Second Grade.

### **Parental Involvement**

Most families feel comfortable talking to teachers, and most feel that staff at our school communicate well with parents. Although families feel that there is good communication from staff members, more than half of the families surveyed feel that they are not actively involved in their child’s school. Forty-eight percent say that they do not attend parent-teacher conferences .

### **Students**

Our student survey questions were written to provide the school with an overall understanding of how the students perceive school climate while measuring school connectedness, school safety, school orderliness, and peer and adult relations. We had over 90 percent participation from our students in grades 1-5.

### **Support for Learning**

Students feel supported by their teachers. They feel that the school wants for them to do well. They like their classroom, and they feel that they have the support they need for learning.

### **School Safety**

The students feel that there are clear rules set for behavior, and most of the students say that they feel safe at school. There is improvement needed in the subscale of school safety because students feel that there is a problem with students being teased, picked-on, bullied, and/or threatened.

### **Interpersonal Relationships**

Students feel comfortable in seeking an adult at school when assistance is needed. They feel that they are respected by staff members, but they would like more recognition from staff members for good behavior.

### **School Connectedness**

Most students agree that the teachers have high expectations and want the students to do well. Although, despite teachers’ high expectations, many students feel that they can improve on grades.

### **Institutional Environment**

Most students feel that the school building is in good condition. They say the hallways of the school display student work, and the students like their classroom. Students would like to see more extra-curricular activities offered at our school.

## **Teachers/Staff**

Our staff survey questions measured staff perceptions of the degree to which they feel they fit it and are a part of their school (Staff Connectedness), staff perceptions of the degree to which they feel their colleagues treat students fairly, have high expectations, and set clear rules (Structure for Learning), staff perceptions of their own safety at school (School Safety), staff perceptions of maintenance of school grounds and resources (Physical Environment), staff perceptions of how students interact with peers and adults in their school (Peer/Adult Relations), and staff perceptions of the degree to which parents are involved in their student's education (Parental Involvement). There was 100 per percent participation from teachers.

### **Staff Connectedness**

According to the responses, our teachers/staff feel that they contribute to the success of their students. Our teachers get along well with other staff members, enjoy working in teams, and they feel that they "belong." Two teachers strongly disagree that they are supported by other teachers at our school.

### **Structure for Learning**

Teachers at our school feel that their teaching has impacted their students positively, and their students have been successful. According to the responses most staff members feel that teachers and staff treat others fairly regardless of race, ethnicity, or culture. Staff members feel that we are successful in promoting academic success for all students. Although most teachers agree that they can handle any behavior problem, some teachers agree that there is room for improvement in classroom management. Some improvement is needed in having students and staff collectively align with the vision and mission of the school. A recommendation by the committee is to post the vision and mission of the school in areas such as the front lobby, school cafeteria, and/or displayed in the classrooms. A low scoring question/statement for us in this measure is that teachers do feel that some students demonstrate behaviors that do not allow teachers to teach and students to learn.

### **School Safety**

Staff surveys show that staff members feel that physical conflicts among students is a problem at our school. Most staff members report feeling physically safe, and the 1-2 percent who said that they do not feel physically safe feel comfortable reporting dangerous behaviors.

### **Physical Environment**

The majority of staff (83%) surveyed agree that the physical building is well-maintained and instructional materials are up to date and in good condition. Based on the surveys, though, there is a need for more extra-curricular activities.

### **Peer/Adult Relations**

Teachers agree that students feel comfortable reporting a bullying incident to a teacher or staff member. Teachers agree that students at school would help another student who was being bullied. Four staff members disagree with this. Most teachers believe that students treat each with fairly regardless of race, ethnicity, culture, or academic ability and that students are respectful to one another. Eighteen percent of teachers disagree that students are respectful to one another.

### **Parental Involvement**

According to the surveys received, there is a great need for more parental involvement. Staff members feels that there are not many parents attending meetings or parent/teacher conferences. Parents do not frequently volunteer to help with special projects, and they do not frequently attend school activities.

## Technology

Most teachers agree that they have the access to technology that they need to teach, and most teachers feel comfortable using technology in the classroom, yet teachers feel that they need more training.

## Perceptions Strengths

Strengths:

- All staff members (100%) feel like they belong at school.
- Only one person (2%) does not feel supported by staff at school.
- All staff members (100%) feel that they get along well with members at their school.
- All staff members (100%) enjoy working with their grade levels or teams.
- Most of our students (90.5%) say they like school.
- Most of our students (93%) say they get along well with other students.
- Most of our students (89%) feel safe in and outside of school.
- Students feels that their teachers have high expectations for them.
- 95% of the staff feels that teachers have high standards of achievement.
- The data indicates that 95% of the students feel that their teacher does a good job of keeping the class organized.
- Most of the staff (85%) feels that student behavior is not a problem.
- Most staff members (95%) feel that classrooms are clean and organized.
- In 2021 - 2022, we had 0% gang, weapon, or substance abuse recorded. However, we did have a student, male, carry amonition. This specific student was referred to the counselor, DISD police investigated and conferenced with parent.
- The fact that we have 0% gang, weapon, and substance issues, allows the campus to fucose more on issues that dealt more with social-emotional concerns or peer/teacher conflict concerns rather than the severe topics mentioned above.
- As per district directive, sessions were held on a six weeks basis and varied throughout the school year based on campus/student needs. Teachers contributed as well on a six weeks basis by implementing bell ringers or other forms of informational sessions on drug abuse and awareness as well as other safe school practices throuhout the school year and documentation of these sessions are noted and turned in to the counseling deparment on a six basis.
- 96% of the students feel that our campus is kept clean. Two percent of the staff feels that our school building and facilities are not kept clean.
- Takeaway: For the most part students and staff perceive the school as clean and well kept. In turn, promoting a positive learning and working environment for all concerned.
- 56% of the staff feels that they have the technology they need to teach.
- 72% of the staff feels comfortable using technology in the classroom.

Weaknesses:

- Parents do not consistently attend parent-teacher conferences or school activities, and there is a need for parent volunteers to help with special projects.
- Students and teachers feel that there are some behavior problems that impede learning in the classroom.
- Students agree that our school has an issue with attendance and tardies.
- Teachers feel that they need more training in technology.
- Our school's third biggest weakness is that 18% of our students say they do not have at least one friend.
- This correlates with our fourth biggest weakness which is that 15% of our students feel that students don't treat each other well.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents do not consistently attend parent-teacher conferences or school activities, and there is a need for parent volunteers to help with special projects. **Root Cause:** Parents work at the time of the meeting.

**Problem Statement 2:** Students and teachers feel that there are some behavior problems that impede learning in the classroom. **Root Cause:** Even though discipline is addressed in class, it does get in the way of learning affecting the entire class.

**Problem Statement 3:** Students agree that our school (student population) has an issue with attendance and tardies. **Root Cause:** Some students arrived late at school, even after talking to parents.

**Problem Statement 4:** Teachers feel that they need more training in technology. **Root Cause:** ILT is on the way

# Priority Problem Statements

# 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 2023:

- \*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
- \*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
- \*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			
<p><b>Strategy 1:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> 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 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from ___% to 100% by September 30, 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from __% to __%, the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.103.24.0.00 - \$2,300, - Local (199) - 199.11.6399.00.103.11.0.00 - \$6,000, - State Comp.(164) - 164.11.6399.00.103.30.0.00 - \$4,080, - State Comp.(164) - 164.13.6411.00.103.30.0.00 - \$500, - Local (199) - 199.13.6239.00.103.99.0.00 - \$300, - Local (199) - 199.13.6411.00.103.99.0.00 - \$300, - Local (199) - 199.23.6239.00.103.99.0.00 - \$300, - Local (199) - 199.31.6239.00.103.99.0.00 - \$150, - Local (199) - 199.31.6411.00.103.99.0.00 - \$450, - Title I (211) - 211.13.6239.00.103.24.0.00 - \$1,000, - Title I (211) - 211.13.6411.00.103.24.0.00 - \$1,500, - Title I (211) - 211.31.6239.00.103.24.0.00 - \$300, - Title II Teacher/Principal (255) - 255.23.6239.00.103.24.0.00 - \$744, - Title II Teacher/Principal (255) - 255.23.6411.00.103.24.0.00 - \$1,500, - Local (199) - 199.12.6329.00.103.11.0.00 - \$510, - State Comp.(164) - 164.13.6399.00.103.30.0.00 - \$1,500, - Local (199) - 199.12.6325.00.103.11.0.00 - \$500, - Local (199) - 199.12.6399.00.103.11.0.00 - \$550, - Title I (211) - 211.31.6411.00.103.24.0.00 - \$150, - Local (199) - 199.12.6411.00.103.11.0.00 - \$150, - Local (199) - 199.13.6399.00.103.99.0.00 - \$1,900, - Local (199) - 199.23.6399.00.103.99.0.00 - \$2,000, - Title III (263) - 263.11.6399.00.103.25.0.00 - \$1,800, - Title III (263) - 263.13.6239.00.103.25.0.00 - \$500, - Title III (263) - 263.13.6411.00.103.25.0.00 - \$350, - Title III (263) - 26311.6339.00.103.25.0.00 - \$740</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: 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/1HVVal4g8\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)  
 \* surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop &amp; train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals</p> <p><b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**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			
<p><b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Title I (211) - 211.32.6499.00.00.103.24.00 - \$1,050</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Title I (211) - 211.61.6399.00.103.24.0.00 - \$200, - Title I (211) - 211.61.6499.00.103.24.0.00 - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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: 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			
<p><b>Strategy 1:</b> Truman Price Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.  <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.  <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs.  <b>Staff Responsible for Monitoring:</b> Campus administration.   <b>Funding Sources:</b> - Local (199) - 199.51.6269.00.103.99.0.00 - \$1,000, - Local (199) - 199.51.6315.00.103.99.0.00 - \$1,700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.  <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Truman Price will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Truman Price will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Funding Sources:</b> - Local (199) - 199.23.6395.00.103.99.0.00 - \$1,500, - Title I (211) - 211.11.6395.00.103.24.0.20 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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: 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			
<p><b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Clean and safe campus  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment  <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Truman Price will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.  <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed  <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Safe transportation  <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Campus Leadership Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local (199) - 199.11.6498.00.103.11.0.00 - \$1,000, - Local (199) - 199.11.6499.00.103.11.0.00 - \$400, - Local (199) - 199.12.6498.00.103.11.0.00 - \$400, - Local (199) - 199.13.6499.00.103.99.0.00 - \$500, - Local (199) - 199.23.6498.00.103.99.0.00 - \$1,000, - Local (199) - 199.23.6499.00.103.99.0.00 - \$550, - Local (199) - 199.31.6498.00.103.99.0.00 - \$405, - Title IV 289 - 289.31.6499.00.103.11.0.00 - \$1,300, - Title I (211) - 211.11.6291.00.103.24.0.00 - \$1,212, - Title I (211) - 211.33.6219.00.103.24.0.00 - \$200, - Title I (211) - 211.11.6499.00.103.24.0.00 - \$500, - Title III (263) - 263.13.6299.00.103.25.0.00 - \$150</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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, &amp; 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><b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Title IV 289 - 289.31.6399.00.103.11.0.00 - \$1,688, - Title IV 289 - 289.31.6499.00.103.11.0.00 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local (199) - 199.11.6498.00.103.11.0.00 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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 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			
<p><b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Truman Price will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Funding Sources:</b> - Local (199) - 199.11.6269.00.103.11.0.00 - \$8,500, - Local (199) - 199.12.6269.00.103.11.0.00 - \$500, - Local (199) - 199.23.6269.00.103.99.0.00 - \$5,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		164.11.6399.00.103.30.0.00	\$4,080.00
1	1	2		164.13.6411.00.103.30.0.00	\$500.00
1	1	2		164.13.6399.00.103.30.0.00	\$1,500.00
<b>Sub-Total</b>					\$6,080.00
<b>Budgeted Fund Source Amount</b>					\$6,080.00
<b>+/- Difference</b>					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.23.6399.00.103.99.0.00	\$2,000.00
1	1	2		199.12.6329.00.103.11.0.00	\$510.00
1	1	2		199.23.6239.00.103.99.0.00	\$300.00
1	1	2		199.12.6411.00.103.11.0.00	\$150.00
1	1	2		199.31.6239.00.103.99.0.00	\$150.00
1	1	2		199.12.6325.00.103.11.0.00	\$500.00
1	1	2		199.12.6399.00.103.11.0.00	\$550.00
1	1	2		199.13.6411.00.103.99.0.00	\$300.00
1	1	2		199.11.6399.00.103.11.0.00	\$6,000.00
1	1	2		199.31.6411.00.103.99.0.00	\$450.00
1	1	2		199.13.6399.00.103.99.0.00	\$1,900.00
1	1	2		199.13.6239.00.103.99.0.00	\$300.00
3	1	3		199.51.6269.00.103.99.0.00	\$1,000.00
3	1	3		199.51.6315.00.103.99.0.00	\$1,700.00
3	1	6		199.23.6395.00.103.99.0.00	\$1,500.00
4	1	2		199.11.6498.00.103.11.0.00	\$1,000.00
4	1	2		199.31.6498.00.103.99.0.00	\$405.00
4	1	2		199.23.6499.00.103.99.0.00	\$550.00
4	1	2		199.11.6499.00.103.11.0.00	\$400.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		199.23.6498.00.103.99.0.00	\$1,000.00
4	1	2		199.13.6499.00.103.99.0.00	\$500.00
4	1	2		199.12.6498.00.103.11.0.00	\$400.00
4	2	5		199.11.6498.00.103.11.0.00	\$1,000.00
5	2	2		199.23.6269.00.103.99.0.00	\$5,500.00
5	2	2		199.12.6269.00.103.11.0.00	\$500.00
5	2	2		199.11.6269.00.103.11.0.00	\$8,500.00
<b>Sub-Total</b>					\$37,065.00
<b>Budgeted Fund Source Amount</b>					\$37,065.00
<b>+/- Difference</b>					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211.31.6411.00.103.24.0.00	\$150.00
1	1	2		211.31.6239.00.103.24.0.00	\$300.00
1	1	2		211.13.6239.00.103.24.0.00	\$1,000.00
1	1	2		211.11.6399.00.103.24.0.00	\$2,300.00
1	1	2		211.13.6411.00.103.24.0.00	\$1,500.00
2	2	1		211.32.6499.00.00.103.24.00	\$1,050.00
2	2	3		211.61.6399.00.103.24.0.00	\$200.00
2	2	3		211.61.6499.00.103.24.0.00	\$200.00
3	1	6		211.11.6395.00.103.24.0.20	\$1,000.00
4	1	2		211.33.6219.00.103.24.0.00	\$200.00
4	1	2		211.11.6291.00.103.24.0.00	\$1,212.00
4	1	2		211.11.6499.00.103.24.0.00	\$500.00
<b>Sub-Total</b>					\$9,612.00
<b>Budgeted Fund Source Amount</b>					\$9,612.00
<b>+/- Difference</b>					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		255.23.6411.00.103.24.0.00	\$1,500.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		255.23.6239.00.103.24.0.00	\$744.00
<b>Sub-Total</b>					\$2,244.00
<b>Budgeted Fund Source Amount</b>					\$2,244.00
<b>+/- Difference</b>					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		263.13.6411.00.103.25.0.00	\$350.00
1	1	2		263.13.6239.00.103.25.0.00	\$500.00
1	1	2		26311.6339.00.103.25.0.00	\$740.00
1	1	2		263.11.6399.00.103.25.0.00	\$1,800.00
4	1	2		263.13.6299.00.103.25.0.00	\$150.00
<b>Sub-Total</b>					\$3,540.00
<b>Budgeted Fund Source Amount</b>					\$3,540.00
<b>+/- Difference</b>					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		289.31.6499.00.103.11.0.00	\$1,300.00
4	2	3		289.31.6399.00.103.11.0.00	\$1,688.00
4	2	3		289.31.6499.00.103.11.0.00	\$1,500.00
<b>Sub-Total</b>					\$4,488.00
<b>Budgeted Fund Source Amount</b>					\$4,488.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$63,029.00
<b>Grand Total Spent</b>					\$63,029.00
<b>+/- Difference</b>					\$0.00