

**Donna Independent School District**  
**Truman Price Elementary**  
**2021-2022 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

## Demographics

### Demographics Summary

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

### Data Sources:

Campus Special Education Listing

Gifted and Talented Listing

Homeless/unaccompanied youth verification

LEP/BIL/ESL Listing

504 Listing

Ethnicity Counts

Student Listing by Gender

Immigrant Report

Migrant Listing

At Risk Listing

Teacher-Student Ratios

Course/Class Assignments

### Findings/Analysis:

#### STUDENTS

The 2019-2020 Truman Price Elementary student data indicates a total enrollment of 433 students as of May 2020. Based on demographic reports, there are 213 females students and 256 males students. Of those students, 100% are Hispanic/Latino students. This year there was a decline in student population. The enrollment for the 2017-2018 school year was

525. This is an 11% decrease in student population. Students are being enrolled in IDEA 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 272/469 (148 males, 124 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.

There are 10 students under the 504 program.

There are 5 recent immigrants.

There are 197 bilingual students.

There are 27 migrant students (12 boys, 14 girls, all Hispanic)

There are 28 students in the Special Education program.

There are 67 students that are homeless or unaccompanied.

There are 2 dyslexic students.

There are 17 students in the Gifted and Talented program.

## **STAFF**

Truman Price Elementary has 9 male staff members and 52 female staff members. One staff member is identified as white and 60 are Hispanic. There are 20 para-professionals, 34 professionals, and 9 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 ACE Programs, Migrant tutorials, 504, RTI, & Saturday 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.
- Our school hosted A.C.E (an after-school program)
- We have a dance team.
- We have a school garden.
- Teamwork among staff members through vertical and horizontal alignment
- Teachers follow best instructional accommodations through RTI.
- Students are provided with tutorials when needed.

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

**Problem Statement 1:** There are not enough extra-curricular activities during the school year in which students can explore passions and interests.

**Problem Statement 2:** We do not provide enough opportunities for family engagement.

**Problem Statement 3:** There is a lack of parental involvement.

**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:** We do not have a STEM/Robotics team/club.

**Problem Statement 6:** There are not enough engaging activities throughout the school year to involve students and provide exciting educational experiences in and out of the classroom.

**Problem Statement 7:** Our school data shows that daily student attendance is low.

# Student Learning

## Student Learning Summary

Student Learning data refers to a variety of data of student learning that is collected from multiple sources to understand students' learning needs.

### Data Sources:

Student Indicator Report

Enrollment

Attendance

Survey

State Assessment Data 2018-2019 and 2020-2021

Eduphoria-Aware

### Findings/Analysis:

Third Grade reading campus performance resulted in 30% satisfactory includes all students assessed.

- All third grade reading - 30%

Five out of 5 GT students met *meets standard*, while 3 out of 5 received *masters* on the reading STAAR. Nineteen out of 36 LEP students received at least *approaches*, 6 out of 36 received at least *meets*, and 4 out of 36 received *masters* on the reading STAAR. No migrant students received at least an *approaches* on the reading STAAR. Three out of 11 students in SpEd received *approaches* on the reading STAAR.

Most populations showed growth. However, the migrant population showed no growth this previous year and continues to have 0% of students passing the STAAR at an *approaches* level. There was a 1 point drop on the third grade *meets* of all 3rd grade students. However, the *masters* showed a five point increase.

3rd grade math campus performance resulted in 76% satisfactory. This includes all students assessed.

- All third grade math 76%
- GT 100%
- LEP 86%
- SpEd 64%
- Migrant 63%

Five out of 5 GT students met at least an *approaches* level, while 3 out of 5 GT students received at least a *meets* level, and 2 out of 5 GT students received a *masters* level on the math STAAR. Thirty-one out of 36 LEP students received at least *approaches*, 15 out of 36 received at least *meets*, and 11 out of 36 received *masters* on the math STAAR. Five out of 8 students received an *approaches* level on the STAAR. No migrant students received *meets* or *masters* on STAAR. Seven out of 11 students in SpEd received *approaches* on the reading STAAR.

Although math STAAR scores are higher than reading scores, there were some major drops. There was a 30% drop in all students who met the *meets* standard. This includes a 15% drop of GT students who did not meet the *met standard*. There was a 35% decrease in numbers of GT students who did not meet the *masters* standard. Sixty-three percent of



migrant students met *approaches*, but none received *meets* or *masters*.

#### 4th Grade Data

in math: 39%

The LEP population is making a small improvement. The GT group is up to par year by year. Tutoring, small group instruction, and one-to-one instruction is beneficial for our students. Longitudinal data 2017-2018 indicates that students are being successful in writing. However, students need to be pushed more and there needs to be a strategic plan of action in order to improve math and reading. There is a slight growth from year to year. The level of rigor across the curriculum needs to be increased. Our LEP students have shown improvement. Our GT students are making projected growth. Projected TEKS were used, and each test is aligned to test standards.

#### 5th Grade Data

Overall, Math 2020 STAAR results were at a 36%.

Based on the most recent 5th Grade STAAR data, there was an overall decrease in math and an increase in reading scores. A contributing factor the decrease in math scores can be attributed to the fact that students were taught by a substitute teacher for a brief amount of time. A permanent teacher was not introduced into the classroom until mid-October. Another factor that could contribute to the decrease is the fact that there were less students being tested overall. There was an uneven correlation between percentages across the years. The increase in reading can be attributed to consistency (same teacher) throughout the entire year.

A survey taken by teachers revealed that teachers would like training in the following:

- Google Chrome
- Microsoft Publisher
- Excel
- PowerPoint
- Publisher
- Blueprint
- Reasoning Minds
- Data retrieval for AR
- Eduphoria for T-TESS and RTI
- Smart Board Applications

#### Student Learning Strengths

- Above 90% of the students are proficient on Istation, Think Through Math, and MyOn
- Above 85% of the teachers are proficient in Microsoft Office

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Below 10% of the students at Truman Price Elementary are proficient in Microsoft Office.

**Problem Statement 2:** Below 65% of teachers know how to retrieve data from student programs (e.g. Istation and TTM).

**Problem Statement 3:** District wide trainings being offered have been rated ineffective because there is a lack of software, hardware, in depth-training, or do not address the needs of the students in the classroom.

# 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:

### 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.

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, Donuts with Dad, Muffins with Mom, the GT Fair Share, Field Day, a Christmas program, ACE family night, parent educator sessions, and our Dance team is active in the community.

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, through the ACE program, 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.

### **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 each other and share ideas and teaching skills across grade levels.

### **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.

**Problem Statement 2:** We need more targeted training/professional development.

**Problem Statement 3:** Consumables need to be updated and up to par with what is being taught and assessed on a six weeks basis.

**Problem Statement 4:** Too much time is spent on assessments.

**Problem Statement 5:** There are not enough Spanish resources as there are English resources.

**Problem Statement 6:** Computers do no always work needed. They should be updated periodically so that deadlines are met for student progress and assessments in Think Through Math, Istation, Reasoning Minds, TELPAS, GT testing, etc.

# 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:

- Teachers promote high standards for achievement.
- Teachers work hard to ensure student success and promote academic success for all students.
- Parents feel comfortable talking to teachers.
- Teachers keep their classrooms neat and organized.
- Teachers set clear rules for behavior.
- Peer/adult relations are strong at school.
- Teachers get along with one another and enjoy working in teams.
- Students and staff members feel safe at school.

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.
- There are not enough extra-curricular activities.
- Parents feel that school rules are not always fair.
- Many parents feel that students are not recognized for good behavior.
- Students feel that there is an issue with bullying.
- 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.

## **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.

**Problem Statement 2:** There are not enough extra-curricular activities.

**Problem Statement 3:** Parents feel that school rules are not always fair.

**Problem Statement 4:** Many parents feel that students are not recognized for good behavior.

**Problem Statement 5:** Students feel that there is an issue with bullying.

**Problem Statement 6:** Students and teachers feel that there are some behavior problems that impede learning in the classroom.

**Problem Statement 7:** Students agree that our school (student population) has an issue with attendance and tardies.

**Problem Statement 8:** Teachers feel that they need more training in technology.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals









**Goal 1:** Truman Price Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.









**Performance Objective 1:** Truman Price Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures.

The percentage of KG -5th students reading on or above grade level will increase each month to reach campus and district grade level goals.


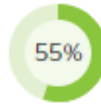



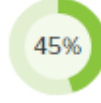






**Evaluation Data Sources:** Imagine Reading


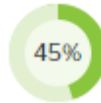



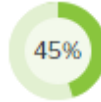


**Summative Evaluation:** Some progress made toward meeting Objective





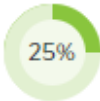

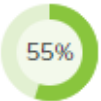

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas.  <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement and monitor daily instructional schedules to ensure Reading taught everyday at the appropriate allotted minutes. Also, implement and monitor required lesson plans for Reading, ELA, SLA, and Writing and ensuring that students' reading levels are targeted through differentiated instruction and grouping.  <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				






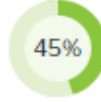






Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Obtain and provide instructional materials, including resources, technology, student head phones, classroom consumables, non-consumable materials, teacher supplies, campus supplies, and instructional field trips for ELA and all student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of students meeting or exceeding District, State, and Federal standards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Computer Lab Manager</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.103.24.0.00 - \$2,500, - Local (199) - 199.11.6399.00.103.11.0.00 - \$5,000, - State Comp.(164) - 164.11.6399.00.103.30.0.00 - \$3,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide/attend research based staff development and training aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, CAST conference, ABYDOS conference, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based instructional strategies for CCRS, classroom management and discipline (teaching) for appropriate behavior. Teachers will attend training's/conferences to enhance their core area instruction. Counselor will attend annual TCA conference. Administrators will attend TASA, TEPSA conference in the summer. Campus Administration and Counselor will attend professional development opportunities at Region One.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional Development District Plan, teacher portfolios, training agendas, sign-in sheets and increased instructional effectiveness and student performance as measured by grades and state assessment outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title I (211) - 211.13.6239.00.103.24.0.00 - \$2,000, - Title I (211) - 211.31.6239.00.103.24.0.00 - \$300, - Teacher/Principal (255) - 255.23.6411.00.103.24.0.20 - \$3,000, - Title I (211) - 211.31.6411.00.00.103.24.0.00 - \$110, - State Comp.(164) - 164.13.6411.00.103.30.0.00 - \$500</p>	Formative			Summative
	Sept	Dec	Mar	June
				



















Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support struggling readers by improving interventions, resources, training, and tracking those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow-up. <b>Strategy's Expected Result/Impact:</b> Decrease the number of struggling students requiring intervention. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Support Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, technology, journals, Imagine Reading & Literacy, Imagine Math, Accelerated Reading, Student Portfolios, MyOn, STEMScopes, Reasoning Minds, Reading A-Z, Abydos, DLM Kits, Sing, and Sheltered Instruction and College Readiness Activities. <b>Strategy's Expected Result/Impact:</b> Walk-throughs, observations and increased student student performance as measured by District and State Assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if a student is below grade level. <b>Strategy's Expected Result/Impact:</b> Reading levels and STAAR academic assessments <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Develop a campaign to encourage students to be present at school regularly and stay in school through enhanced attendance efforts. Incentives will be provided for students who meet attendance goals twice per six weeks. End of year field trip for students who maintain perfect attendance for the year. <b>Strategy's Expected Result/Impact:</b> Texas Academic Performance Report, daily attendance percentages will increase, purchase orders will reflect incentives. <b>Staff Responsible for Monitoring:</b> Campus Administration Attendance Helper PEIMS/Attendance Clerk Teachers Attendance Committee Members  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - 199.11.6498.00.103.11.0.00 - \$700, - Local (199) - 199.11.6499.00.103.11.0.00 - \$314, - Title I (211) - 211.11.6499.00.103.24.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Ensure the District's research based program is implemented, supported and monitored for ELL's needs to have a positive impact in all content areas. <b>Strategy's Expected Result/Impact:</b> ELL's will progress one proficiency level or more on TELPAS state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrations Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Students and parents will be provided with cultural experiences and celebrations. The campus will celebrate student successes and accomplishments through six week's parades, festivals, literacy fairs, parades, and presentations by accomplished authors. Celebrate drug prevention week by bringing in guest speakers. Transportation will be funded via student activity account. Student will pay for entry fee. The campus will host Career Day to ensure Students are exposed to the various professions and outcome of staying in school and being successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Teachers Librarian Secretary</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title IV 289 - 289.31.6291.00.103.11.0.00 - \$400, - Title IV 289 - 289.31.6299.00.103.11.0.00 - \$600, - Title IV 289 - 289.31.6499.00.103.11.0.00 - \$668, - Local (199) - 199.31.6498.00.103.99.0.00 - \$104</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Obtain and provide testing materials, resources to help organize and distribute STAAR testing materials and/or other testing supplies as needed. The campus will also purchase food items to feed teachers during STAAR testing days when all teachers are assisting with state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting or exceeding District, State and Federal Standards. (STAAR, TELPAS, ISIP Early Reading, ISIP en Espanol, PBMAS), Pre LAS ,LAS Links. Increase campus culture by providing lunch for all teachers on long testing days.</p> <p>0%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Secretary</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Local (199) - 199.23.6499.00.103.99.0.00 - \$550</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students will track their reading levels on a monthly basis. <b>Strategy's Expected Result/Impact:</b> Reading Levels, ISIP, decrease in number of students not reading on grade level. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Grade level teachers will meet twice a week during their conference period to discuss student performance, share instructional strategies, best practices, and support each other. Teachers will also meet weekly for PLC meetings to share ideas that are being successful in the classroom. <b>Strategy's Expected Result/Impact:</b> Agendas, sign-in sheets, minutes <b>Staff Responsible for Monitoring:</b> Campus Administration Grade Level Leaders Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Social Committee will coordinate campus celebrations and recognition's. Light refreshments will be purchased when teachers are working after school for professional development, required meetings or instructional planning days. Funding is available through the faculty account. Teachers will be acknowledged and recognized during Teacher Appreciation Week. Teachers will participate in a book study, campus will purchase books for teachers to read over the summer for our book study in August. Campus Teachers will vote for Teacher of the Month and Teacher Assistant of the Month to recognize teachers for their hard work and dedication to our students. Teacher recognition incentives for school year 2021-2022. <b>Strategy's Expected Result/Impact:</b> Increase Campus Culture <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - Local (199) - 199.23.6498.00.103.99.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 15 Details	Reviews			
<b>Strategy 15:</b> The campus will hire a part-time Tutor to assist in raising Reading and Writing scores and Reading Levels and to target and reinforce student needs based on Imagine Reading & Literacy report. <b>Strategy's Expected Result/Impact:</b> Academic Growth <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - 211.11.6125.00.103.24.0.TT - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Students will have opportunities to participate in the A.R. program with the goal of 100% participation and 70% of those participating students will maintain an average percent correct of an 85%. <b>Strategy's Expected Result/Impact:</b> Increase Reading Levels. Increased motivation of A.R. participation. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Librarian Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Implement a Computer Lab Schedule to allow opportunities for students to work on Imagine Reading & Literacy, Imagine Math and Learning.com and other computer programs. <b>Strategy's Expected Result/Impact:</b> Increased computer program minutes. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Computer Lab Manager Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






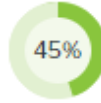






**Goal 1:** Truman Price Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

















**Performance Objective 2:** Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. 100% of teachers serving identified LEP students will receive support in the understanding of language, literacy, and content interdependence. T. Price will increase the percentage of EL's progressing one performance level on TELPAS and increase the amount of EL's meeting state assessment requirements with Reading Levels.

**Evaluation Data Sources:** Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS


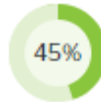






**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive training on Sheltered Instruction to ensure all ELL's are served. Train teachers on the pedagogy that addresses the needs of LEP population. Closely monitor and acquire resources to assist teachers when providing linguistic accommodated instruction and assessment to ELL. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TELPAS and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Bilingual Strategist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide support to Beginner and Intermediate level students through SLD and ELD classes according to the group placement and language of instruction that the students receive in ELS. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TELPAS and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure implementation of district programs to support all ELL's such as I-Station in Spanish, I-Station Early Reading and I-Station Advanced Reading. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TELPAS and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Bilingual Director Bilingual Strategists Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> TELPAS tracking sheets will be provided to all teachers (K-5) so that they closely monitor student progress every six weeks. <b>Strategy's Expected Result/Impact:</b> Increased student performance on TELPAS and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration EL Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train and oversee OLD, ELD, and Guided Reading to ensure teachers have necessary materials, supplies and time to plan for the implementation of linguistic accommodations in an effort to improve linguistic development of all EL's. After school tutorials will take place to serve our EL's in the STAAR Tested Subjects. Purchase testing materials for the purpose of identifying or exiting students from bilingual/LEP status. <b>Strategy's Expected Result/Impact:</b> Increased student performance on classroom assignments, TELPAS and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration Bilingual Director Counselor Secretary Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Train and expose teachers to implement a variety of computer programs/applications to practice the TELPAS speaking by recording themselves multiple times throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased Speaking on TELPAS <b>Staff Responsible for Monitoring:</b> Teachers Computer Lab Manager Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement Simultaneous Biliteracy for grades PK, KG and 1st ensure that teachers are provided with the materials, supplies and/or resources needed. <b>Staff Responsible for Monitoring:</b> Campus Administration Bilingual Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Hire a Bilingual Tutor to reinforce skills to LEP students testing in Spanish to ensure a passing standard on STAAR. <b>Strategy's Expected Result/Impact:</b> Proficiency level gains. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Funding Sources:</b> - Bilingual (162) - 162.11.6118.ST.103.25.0.00 - \$13,633	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Staff will be trained on LPAC procedures and accommodations for English Learner students. <b>Strategy's Expected Result/Impact:</b> Proficiency Level Gains <b>Staff Responsible for Monitoring:</b> Classroom Teachers Counselor Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				











Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Obtain and provide program manipulatives, models, consumables, non-consumable materials and other classroom instructional materials or resources for all core content areas and for EL student population. <b>Strategy's Expected Result/Impact:</b> TELPAS Gains <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






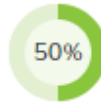










**Goal 1:** Truman Price Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

**Performance Objective 3:** Literacy Media Center: Truman Price Elementary will promote the integration of curriculum, resources and teaching strategies to ensure academic success of all students as the effective creators and users of ideas and information enabling them to become life long learners.

**Evaluation Data Sources:** MyOn purchase, AR purchase, reports

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources for teachers and librarian to use in their instructional settings (Fiction and Non-fiction, award winning books, audio and visual resources, databases, e-books, professional books, magazines, newspapers, library supplies, etc. Books will be purchased for teacher summer read. Expand media resources to support the curriculum, increase library collection by purchasing books in English and Spanish and other areas of need. Books will be purchased for students to participate in the Battle of their Books. <b>Strategy's Expected Result/Impact:</b> Collective analysis Library inventory <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Librarian  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - 211.12.6329.00.103.24.0.00 - \$500, - Local (199) - 199.12.6325.00.103.11.0.00 - \$150, - Local (199) - 199.12.6329.00.103.11.0.00 - \$510, - Local (199) - 199.12.6329.00.103.11.0.AR - \$0, - State Comp.(164) - 164.12.6399.00.103.30.0.00 - \$500, - Teacher/Principal (255) - 255.13.6399.00.103.24.0.00 - \$558.88	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be rewarded for meeting A.R. reading goals and/or Distinguished Reader goals. Incentives and field trip for top Accelerated Reader students and Battle of the Books Participants. <b>Strategy's Expected Result/Impact:</b> Accelerated Reader Reports Requisitions <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Librarian Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - 199.12.6498.00.103.11.0.00 - \$77	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attend training, workshops, conferences to integrate library curriculum into classroom lessons. <b>Strategy's Expected Result/Impact:</b> Travel Requests <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Librarian Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - 199.12.6411.00.103.11.0.00 - \$150	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus participation in hosting the Scholastic Book Fair to provide students the opportunity to purchase books that spark their interest. Campus participation in Battle of the Books. Transportation, t-shirts, books, supplies, and fees and dues needed to participate. Funding available through student activity. <b>Strategy's Expected Result/Impact:</b> Book Fair invoice Book Lists List of Students participating Travel requests <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Librarian Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide opportunities for students to speak to and listen to accomplished author's by holding author storyteller visits. <b>Strategy's Expected Result/Impact:</b> Instill love for reading <b>Staff Responsible for Monitoring:</b> Librarian Campus Administration Classroom Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






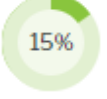


**Goal 1:** Truman Price Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.









**Performance Objective 4:** The percentage of Kindergarten-Grade 2 reading on or above grade level (as measured by mCLASS/Amplify) will increase from 39% to 69% by the year 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GMP 1.1: Percentage of Kindergarten students reading on or above grade level with increase from 39% to 69% by the end of 2020-2021. <b>Strategy's Expected Result/Impact:</b> Goal: 69% of Kinder students reading on grade level <b>Staff Responsible for Monitoring:</b> District & Campus Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> GMP 1.2: Percentage of first grade students reading on or above grade level will increase from 39% to 61% by the end of 2021-2022. <b>Strategy's Expected Result/Impact:</b> 61% of 1st grade students reading on grade level. <b>Staff Responsible for Monitoring:</b> District & Campus Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 3 Details		Reviews			
<b>Strategy 3:</b> GMP 1.3: Percentage of second grade students reading on or above grade level will increase from 49% to 60% by the end of 2021. <b>Strategy's Expected Result/Impact:</b> 60% of 2nd grade students reading on grade level. <b>Staff Responsible for Monitoring:</b> District & Campus Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





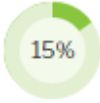
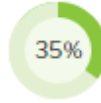



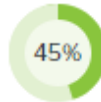


**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.
















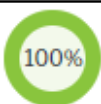
**Performance Objective 1:** The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from previous year. The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 31% to 47%.

**Evaluation Data Sources:** STAAR









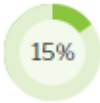

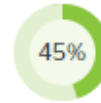


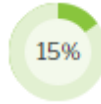


**Summative Evaluation:** Significant progress made toward meeting Objective

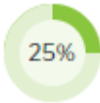





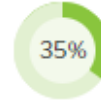





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Truman Price will follow the district standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. <b>Strategy's Expected Result/Impact:</b> Gradebook <b>Staff Responsible for Monitoring:</b> Campus Administrations, and Teachers. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. <b>Strategy's Expected Result/Impact:</b> Reading Levels and STAAR academic outcomes. <b>Staff Responsible for Monitoring:</b> Campus Principal, Classroom Teachers, Librarian <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Specialists Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments. <b>Staff Responsible for Monitoring:</b> Curriculum Specialists, Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. <b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, & PBMA.S.) <b>Staff Responsible for Monitoring:</b> Campus Administration,  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. <b>Strategy's Expected Result/Impact:</b> Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. <b>Staff Responsible for Monitoring:</b> Campus Administration, Grade Level Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. <b>Strategy's Expected Result/Impact:</b> Decreasing number of struggling students requiring tutoring and or intervention. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement and monitor district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint. <b>Strategy's Expected Result/Impact:</b> Walkthroughs and Increased student performance as measured by district and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration, and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Monitor the Reteach/Enrichment Period to ensure skills are targeted in small groups. <b>Strategy's Expected Result/Impact:</b> STAAR Academic Outcomes <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Content and Language Objectives will be posted for each subject area being taught. <b>Strategy's Expected Result/Impact:</b> STAAR Academic Increases <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Offer Tutorials to 3rd - 5th grade students to increase the percentage of students reaching meets and/or masters level on the STAAR test in the areas of Math, Reading, Writing, and Science. <b>Strategy's Expected Result/Impact:</b> Increase on STAAR Scores <b>Staff Responsible for Monitoring:</b> Campus Teachers Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Title I (211) - 211.11.6118.00.103.24.0.TT - \$9,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Awards and Incentives: Provide various forms of student recognition and promotion of academic success every six weeks. Funding available through the student activity. <b>Strategy's Expected Result/Impact:</b> Increase STAAR Scores. <b>Staff Responsible for Monitoring:</b> Campus Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide Academic Field Trips to provide students with opportunities to partake in fieldtrips to enhance their learning through hands on experiences. <b>Strategy's Expected Result/Impact:</b> Student Success on STAAR <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Students will use STEMSCOPES Computer Programs during intervention. <b>Strategy's Expected Result/Impact:</b> Increase students' Science program scores by the end of the year benchmark results. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Offer Tutorials to identify key gaps in student learning loss due to the COVID-19 Pandemic. Eligible students will increase growth at an accelerated pace and meet the goal of 1.2 growth by end of year on their Math, Reading by EOY Imagine Math and Istation computer programs and Science. Pizza will be purchased for Saturday tutorials. <b>Strategy's Expected Result/Impact:</b> Increase students' Math and Reading levels by 1.2 gains by the end of the year benchmark results. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local (199) - 199.11.6499.00.103.11.0.00 - \$300, - ESSER III (282) - 282.11.6125.00.103.24.0.LL - \$19,900, - ESSER III (282) - 282.11.6118.00.103.24.0.LL - \$18,600	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 2:** Bilingual/ESL Education: Increase by 5% points, from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

**Evaluation Data Sources:** STAAR and TELPAS

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coordinate with Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. <b>Strategy's Expected Result/Impact:</b> Increased student performance (District, STAAR/EOC, TELPAS) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Director Core Area Directors Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of Simultaneous Biliteracy in PK3, PK4, KG, 1st, and 2nd grade. Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. <b>Strategy's Expected Result/Impact:</b> Increase L1/L2 literacy development of identified LEP students. Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) <b>Staff Responsible for Monitoring:</b> Campus Administration, LA coaches and strategists. Bilingual/ESL Department.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				





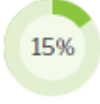





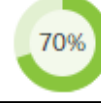
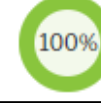
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs <b>Strategy's Expected Result/Impact:</b> Increase student performance (District, STAAR, TELPAS) <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	 15%	 40%	 70%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



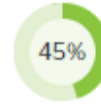





















**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 3:** Advanced Academics: Truman Price Elementary will ensure that 100% of all Gifted and Talented students are provided with opportunities to be challenged and ensure that 100% of all GT students achieve MEETS and/or MASTERS on their grade level standard on STAAR by 5%.

**Evaluation Data Sources:** Report Cards, District BMs, STAAR Results

**Summative Evaluation:** Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> Campus administrators <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. <b>Strategy's Expected Result/Impact:</b> Increased Student Performance <b>Staff Responsible for Monitoring:</b> Campus administrators and Teachers <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> GT students will be provided with opportunities to work together in flexible groupings and use inquiry and discovery through TPSP. <b>Strategy's Expected Result/Impact:</b> Classroom walk-throughs, observations and lesson plans <b>Staff Responsible for Monitoring:</b> Campus administrators and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				


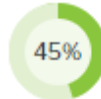










Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will be provided with opportunities to participate in extracurricular activities such as Spelling Bee, A.C.E.S, Distinguished Readers Club and will participate in the summer reading program. <b>Strategy's Expected Result/Impact:</b> Generated and paid requisitions List of Assignments and Books <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide information to parents on GT activities through a variety of means such as newsletters and notes sent home. <b>Strategy's Expected Result/Impact:</b> Notices to Parents <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide GT instructional resources to supplement instructional programs in all core content areas through differentiated instruction, resources and materials, tutorials and counseling. <b>Strategy's Expected Result/Impact:</b> Classroom walk-throughs, observations and lesson plans <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide adequate/effective GT basic and maintenance training such as 30-hour mandatory training and 6-hour update training and training on social emotional needs of GT students. <b>Strategy's Expected Result/Impact:</b> Agendas and sign-in sheets Teacher Certificates <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Offer opportunities for training of TPSP requirements by campus administration to ensure that teachers are implementing effectively. <b>Strategy's Expected Result/Impact:</b> Agendas and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.


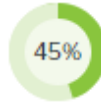



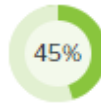










**Performance Objective 4:** Special Education: Increase Special Education students achieving the MEETS and/or MASTERS grade level standard on STAAR by 5%.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that teachers attend district trainings and provide campus trainings in the area of accommodations and designated supports <b>Strategy's Expected Result/Impact:</b> increase teacher awareness of accommodations  -increase accommodation implementation and effectiveness  -increase academic state performance  -increase academic classroom performance <b>Staff Responsible for Monitoring:</b> -Director  -Supervisor  -Educational Diagnosticians  -Special Education Teachers  -General Education Teachers  -Campus administrators  -504 campus coordinators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training to all staff on Response to Intervention, Differentiated Instruction and Section 504 to ensure all staff is aware of the procedures and that all students are serviced accordingly. <b>Strategy's Expected Result/Impact:</b> -increase monitoring of student progress  -increase academic state performance  -increase academic classroom performance <b>Staff Responsible for Monitoring:</b> Campus Administration  Counselor  Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. <b>Strategy's Expected Result/Impact:</b> -increase student reading performance <b>Staff Responsible for Monitoring:</b> -Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Recognize student academic performance. Funding available through student activity. <b>Strategy's Expected Result/Impact:</b> -increase teacher communication between general education teachers and special education teachers  -increase student academic performance <b>Staff Responsible for Monitoring:</b> Campus Administration and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				















Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. <b>Strategy's Expected Result/Impact:</b> -increase in academic state performance  -increase in classroom performance <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide teacher training on campus data monitoring resources to improve student progress monitoring. <b>Strategy's Expected Result/Impact:</b> -increase teacher resources for targeted instruction  -increase student academic performance <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide special transportation for educational fieldtrips for students. <b>Strategy's Expected Result/Impact:</b> Expose students to hands on experiences <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration Special Education Teacher	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 5:** Migrant: Truman Price Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer supplemental instruction to migrant students by offering: Targeted tutoring in core content areas during the intervention period and supplemental instructional support to assist in raising Reading Levels and Math skills for KG - 5th grade students. <b>Strategy's Expected Result/Impact:</b> Increased Academic Performance <b>Staff Responsible for Monitoring:</b> Campus Administration Migrant Director Counselor Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide School Supplies when necessary. <b>Strategy's Expected Result/Impact:</b> Increase Academic Performance <b>Staff Responsible for Monitoring:</b> Campus Administration Migrant Director Counselor Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 6:** Fine Arts Teachers will coordinate opportunities for campus concerts, recitals, exhibits, and performances for parents and the community. Students will be scheduled into Fine Arts class at least once a week. Student shirts will be purchased for concerts and community events.

**Evaluation Data Sources:** Eduphoria; Aware-reports, STARR, Tutorial logs


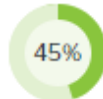










**Summative Evaluation:** Some progress made toward meeting Objective


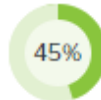



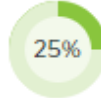










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Fine Arts teachers will celebrate and recognize students who participate in Fine Arts program by taking them on an education field trip and providing incentives. <b>Strategy's Expected Result/Impact:</b> Student participation and performances <b>Staff Responsible for Monitoring:</b> Campus Administration Fine Arts Teacher Fine Arts Director	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 7:** Drop Out Prevention: Truman Price Elementary will increase the attendance rate from an average of 96% to 98%.

**Summative Evaluation:** Some progress made toward meeting Objective



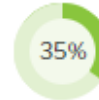





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attendance Helpers will provide teachers attendance sheets to be filled out and turned in by 8:05 a.m. in order to contact parents/guardians for any and all students marked absent. <b>Strategy's Expected Result/Impact:</b> Improved ADA and Six Weeks Attendance Rates <b>Staff Responsible for Monitoring:</b> Campus Administration Attendance Helpers Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Follow district written policies and protocol for addressing truancy and attendance trends and notify parents of attendance rules, policies and protocols. <b>Strategy's Expected Result/Impact:</b> Improved ADA and Six Weeks Attendance Rates <b>Staff Responsible for Monitoring:</b> Campus Administration PEIMS/Attendance Clerks	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be recognized at the end of the six weeks for perfect attendance during the six weeks parade. Attendance incentives will also be provided weekly. Perfect attendance trophy will be provided at the end of the year for students who maintain perfect attendance for the school year. Funding will be available through student activity. <b>Strategy's Expected Result/Impact:</b> Improved ADA and Six Weeks Attendance Rates <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor PEIMS/Attendance Clerk Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Formation of campus attendance committee which will meet at the end of every six weeks to monitor and discuss attendance rate and incentives to increase campus attendance rate. <b>Strategy's Expected Result/Impact:</b> Agendas and sign in sheets Improved ADA and Six Weeks Attendance Rates <b>Staff Responsible for Monitoring:</b> Campus Administration PEIMS/Attendance Clerk	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Classrooms with perfect attendance will be announced daily via intercom and the campus attendance rate will be displayed on the marquee daily. <b>Strategy's Expected Result/Impact:</b> Improved ADA and Six Weeks Attendance Rates <b>Staff Responsible for Monitoring:</b> Campus Administration PEIMS/Attendance Clerks	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers with perfect attendance for every six weeks will be recognized with incentives. Funds available through faculty account. <b>Strategy's Expected Result/Impact:</b> Increase of Teacher Attendance <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary PEIMS/Attendance Clerks	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Truman Price will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 8:** The percentage of students who achieve meets and /or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 37% to 60% by 2023.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GMP 2.1 Annual Targets: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR will increase from 35% to 40% in 2021-2022. <b>Strategy's Expected Result/Impact:</b> 40% of students at Meets and/or Masters <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Truman Price will create instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 1:** The percentage of students taking Advanced Mathematics will be encouraged to promote above grade level advancement.

**Evaluation Data Sources:** Mathematics Advanced Assessment













**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. <b>Strategy's Expected Result/Impact:</b> Increased enrollment numbers in advanced courses. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Counselors, and Teachers. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Truman Price will create instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 2:** Promote College Awareness by encouraging students to wear the college T-shirts on Thursdays as teachers deliver a lesson on different Colleges/Universities.

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will wear their College T-shirts on Thursdays to promote college awareness. <b>Strategy's Expected Result/Impact:</b> College Awareness <b>Staff Responsible for Monitoring:</b> Campus Administration and Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will wear the district spirit T-shirts on Fridays to promote students' ownership and pride towards DISD. Funding available through student activity. <b>Strategy's Expected Result/Impact:</b> Students will show ownership and pride towards DISD. <b>Staff Responsible for Monitoring:</b> Teachers Campus administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** Truman Price will create instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 3:** Career Day will take place in February to promote and College and/or Career awareness. Students will be able to learn about different careers based on the speakers invited.









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will host Career Day to ensure students are exposed to the various professions and outcome of staying in school and being successful. <b>Strategy's Expected Result/Impact:</b> Promote Career Awareness <b>Staff Responsible for Monitoring:</b> Campus Counselor Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	 35%	 55%	 85%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 1:** Business and Finance: Truman Price Elementary will ensure fiscal responsibility by reviewing campus receipt books, fundraising forms, and periodically auditing the student activity account. A spreadsheet will be kept by grade level along with a binder that contains copies of all transactions and deposits.













**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will follow all guidelines and policies established by District Business Office. Campus Administration will share all guideline and procedures with grade level leaders to ensure transparency. <b>Strategy's Expected Result/Impact:</b> Training Logs <b>Staff Responsible for Monitoring:</b> Campus Administration Business and Finance Director	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 2:** Federal Programs: Truman Price Elementary will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.





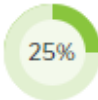







**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide supplies and materials to meet the grade level's needs. <b>Strategy's Expected Result/Impact:</b> Requisitions <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training on the C.N.A. process for campuses staff. The staff will then work on their CNA using the new method of multiple sources of data <b>Strategy's Expected Result/Impact:</b> Thorough C.N.A. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 3:** Human Resources: Truman Price Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

**Summative Evaluation:** Significant progress made toward meeting Objective


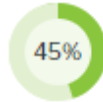






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration and Teacher certifications will be reviewed to ensure all administrators and teachers are properly certified and maintain highly qualified status.  <b>Strategy's Expected Result/Impact:</b> Administration Certifications Teachers Certifications <b>Staff Responsible for Monitoring:</b> Campus Administration Human Resources Superintendent Human Resources Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Mentor/Mentee Program will be implemented for 1st year teachers. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide new teacher orientation for all new teachers so that they become familiar with district policies, procedures and academic program goals <b>Strategy's Expected Result/Impact:</b> Training evaluation, district student performance results <b>Staff Responsible for Monitoring:</b> Campus Administration District Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				







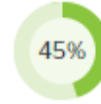

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Truman Price will provide the statutorily required training in Title IX, VII, Child Abuse Awareness, and Policy to all staff twice per year. <b>Strategy's Expected Result/Impact:</b> All training will be documented and maintained at the Campus/Department levels. <b>Staff Responsible for Monitoring:</b> Campus Administration		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					









**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 4:** Expenditures: Truman Price Elementary will expect 100% of all allocated funds to be used in accordance with the needs identified in the Comprehensive Needs Assessment developed by the Campus Leadership Team.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will ensure all monies allocated to the campus are spent in accordance with campus needs and in compliance with Federal and Business Office guidelines. Monies will also be allocated to purchase instructional supplies, teacher supplies, student supplies, and front office supplies from DISD warehouse or approved vendors. <b>Strategy's Expected Result/Impact:</b> Compliance reports Campus budget <b>Staff Responsible for Monitoring:</b> Campus Administration Business and Finance Director Chief Financial Officer Federal Programs Director Campus Secretary  <b>Funding Sources:</b> - Local (199) - 199.23.6399.00.103.99.0.00 - \$402, - Title III (263) - 263.11.6399.00.103.25.0.00 - \$587, - Local (199) - 199.11.6399.00.103.11.0.00 - \$300, - Title I (211) - 211.116.399.00.103.24.0.00 - \$586, - Local (199) - 199.12.6399.00.103.11.0.00 - \$560, - Teacher/Principal (255) - 255.13.6399.00.103.24.0.00 - \$1,077.12	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will purchase office supplies, office equipment, furniture, etc. to ensure the campus operates efficiently. <b>Strategy's Expected Result/Impact:</b> Office Supplies <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3: Operational Leases</b> <b>Strategy's Expected Result/Impact:</b> Purchase Orders <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <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>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local (199) - 199.11.6269.00.103.11.0.00 - \$6,934.78, - Local (199) - 199.23.6269.00.103.99.0.00 - \$5,024.81	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4: Campus Administration, Campus Librarian, and Teachers will attend Region One training's and workshops for all content areas and school safety as needed.</b> <b>Strategy's Expected Result/Impact:</b> Travel Requests <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Librarian Campus Secretary Teachers  <b>Funding Sources:</b> - Local (199) - 199.12.6239.00.103.11.0.00 - \$300, - Local (199) - 199.13.6239.00.103.99.0.00 - \$500, - Local (199) - 199.21.6239.00.103.99.0.00 - \$0, - Local (199) - 199.23.6239.00.103.99.0.00 - \$300, - Local (199) - 199.31.6239.00.103.99.0.00 - \$300, - Title I (211) - 211.13.6239.00.103.24.0.00 - \$1,500, - Title I (211) - 211.31.6239.00.103.24.0.00 - \$300, - Teacher/Principal (255) - 255.23.6239.00.103.24.0.00 - \$1,500, - Teacher/Principal (255) - 255.13.6239.00.103.24.0.00 - \$1,500, - Title III (263) - 263.13.6239.00.103.25.0.00 - \$1,000, - State Comp.(164) - 164.13.6239.00.103.30.0.00 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5: Campus Administration and Campus Secretary will buy snacks and refreshments for staff during staff meetings using Faculty Club Account and to purchase jackets, blankets and shirts for staff using faculty and local account. To promote a positive school climate.</b>	Formative			Summative
	Sept	Dec	Mar	June


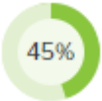






<p><b>Strategy's Expected Result/Impact:</b> Improve Campus Cultures</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Tuberculin 899 - 899.00.2190.00.103.00.0.00 - \$76.16, - Local (199) - 199.23.6498.00.103.99.0.00 - \$1,000, - Faculty Account 897 - 897.00.2190.01.103.00.0.00 - \$1,412, - Local (199) - 199.13.6499.00.103.99.0.00 - \$1,000</p>				
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 5:** Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

















**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Secretary will submit all paper work required for requisitions and will follow up to ensure that orders arrive in a timely manner. <b>Strategy's Expected Result/Impact:</b> Meet students' needs. <b>Staff Responsible for Monitoring:</b> Secretary  Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 6:** Custodial Department: Truman Price Elementary will ensure that 100% of all facilities are cleaned to an optimal hygiene level at least once per day or as needed and maintain an environment that is conducive for learning.













**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design an implementation plan for assisting custodians in scheduling shifts and cleaning areas. <b>Strategy's Expected Result/Impact:</b> Schedule Campus Map <b>Staff Responsible for Monitoring:</b> Campus Administration Head Custodian Custodians	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement an evaluation process for evaluating employee work performance. <b>Strategy's Expected Result/Impact:</b> Completed Evaluations <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase wax for the upcoming school year. <b>Strategy's Expected Result/Impact:</b> Promote an inviting educational environment <b>Staff Responsible for Monitoring:</b> Campus administration Head Custodian  <b>Funding Sources:</b> - Local (199) - 199.5163.15.00.103.99.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 7:** Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.













**Summative Evaluation:** Significant progress made toward meeting Objective


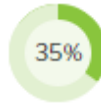






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work orders will be placed as needed and followed up to ensure that work has been completed. <b>Strategy's Expected Result/Impact:</b> Safe and inviting campus environment <b>Staff Responsible for Monitoring:</b> Secretary  Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Building entrance mats will be purchased for each entrance to prevent stakeholders from accidents due to slippery floors and maintain our floors. <b>Strategy's Expected Result/Impact:</b> Clean hallways <b>Staff Responsible for Monitoring:</b> Custodians and Campus Administration  Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 8:** Technology Department: Truman Price Elementary will ensure all student computers are working and available to all students. The campus will ensure all projectors and document cameras are working to ensure a digital learning environment is evident at Truman Price Elementary.

**Summative Evaluation:** Met Objective


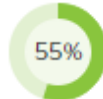



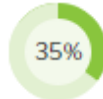






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus personnel will input work orders as needed to ensure all technology is in working condition. <b>Strategy's Expected Result/Impact:</b> Completed and Closed Work Orders <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Personnel	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain and update campus technology inventory as needed and by adhering to district guidelines. <b>Strategy's Expected Result/Impact:</b> Completed Inventory <b>Staff Responsible for Monitoring:</b> Campus Administration Technology Director Campus Librarian Computer Lab Manger	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Follow district procedures for transferring technology equipment or "junking" outdated equipment. <b>Strategy's Expected Result/Impact:</b> Transfer Documentation <b>Staff Responsible for Monitoring:</b> Campus Administration Technology Director Campus Librarian Computer Lab Manger Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Technology training's will be provided to staff at monthly staff meetings. <b>Strategy's Expected Result/Impact:</b> Agendas and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Technology Representative Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Truman Price Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 9:** Transportation Department: Truman Price Elementary will ensure that 100% of its students riding the DISD school buses are dropped off at their prospective homes.






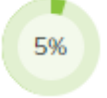
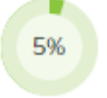









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will notify Transportation Department of any and all concerns pertaining to dropping off or picking up of all students that ride the bus. <b>Strategy's Expected Result/Impact:</b> Phone Calls and/or emails <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students in PK-2nd grade will wear Transportation Tags with their name, address, phone number, Bus number and campus information. <b>Strategy's Expected Result/Impact:</b> Name Tags <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Instructional Aides	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 1:** Risk Management: Truman Price Elementary will ensure that an effective Emergency Operations Plan is updated and in place by the end of the first three weeks of school.

















**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Safety Committee will be established by the end of the first three weeks of school to review and revise the Campus Emergency Operations Plan. <b>Strategy's Expected Result/Impact:</b> Revised Emergency Operations Plan <b>Staff Responsible for Monitoring:</b> Campus Administration Safety Committee Safety and Risk Management Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly Safety Committee meetings to discuss emergency plan, update as needed, and debrief on campus safety drills. <b>Strategy's Expected Result/Impact:</b> Drill tracking sheets Agendas and sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Safety Committee Safety and Risk Management Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Safety Committee Chairperson will promote a safe learning environment by sending out a campus newsletter (HB 5 requirement). <b>Strategy's Expected Result/Impact:</b> Newsletter <b>Staff Responsible for Monitoring:</b> Campus Administration Safety Committee	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 2:** Police Department: Truman Price Elementary will increase the number of DISD police presentations by 50% to educate students in upper grade levels about gangs, drugs, and consequences for misconduct.

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the District Management Plan when facing disciplinary issues in the classroom.  <b>Strategy's Expected Result/Impact:</b> Parent Contact Logs <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be provided training over effective classroom management techniques throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Agendas and sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be provided with a campus lanyard for safety purposes and to ensure that classroom keys are always accessible in case of any unexpected emergencies.  <b>Strategy's Expected Result/Impact:</b> Receipt of lanyard sign in sheet <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 3:** Insurance: Truman Price Elementary will ensure that 100% of all employees and facilities have insurance coverage during the full contract period.

















**Summative Evaluation:** Met Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Employees will be notified when insurance members will be on campus to make changes to their insurance plans. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Safety and Risk Management Director		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 4:** Nursing/Health Services: Truman Price Elementary will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.











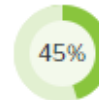





**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Nurse will review immunization records to ensure they are up to date.  <b>Strategy's Expected Result/Impact:</b> Immunization Records Immunization Reports <b>Staff Responsible for Monitoring:</b> Campus Administration Director of Nurses Campus Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Nurse will conduct vision and hearing exams for all students. <b>Strategy's Expected Result/Impact:</b> Completion Rosters <b>Staff Responsible for Monitoring:</b> Campus Administration Director of Nurses Campus Nurse  <b>Funding Sources:</b> - Title I (211) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus Nurse will request and receive supplies in order to tend to our students medical needs. <b>Strategy's Expected Result/Impact:</b> Nursing Records Supply Requests <b>Staff Responsible for Monitoring:</b> Campus Administration Director of Nurses Campus Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 5:** Nutrition/Food Services: Truman Price Elementary will provide nutritional meals to 100% of all PK-5 students to support academic success.







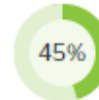





**Summative Evaluation:** Met Objective


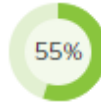






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students, PK-5 will receive breakfast and lunch from the cafeteria. Teachers will be responsible for administering point of service for breakfast and posting BIC. <b>Strategy's Expected Result/Impact:</b> Attendance reports Breakfast in the Classroom reports Breakfast and Lunch Counts <b>Staff Responsible for Monitoring:</b> Campus Administration Cafeteria Manger PEIMS Clerk Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Nutrition/Food Services: SHAC meetings at least 4 times a school year. <b>Strategy's Expected Result/Impact:</b> SHAC Agendas and Meetings. <b>Staff Responsible for Monitoring:</b> Food Services Director.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year. <b>Strategy's Expected Result/Impact:</b> Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents <b>Staff Responsible for Monitoring:</b> Nursing Dept.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 6:** Student Support Services: Truman Price Elementary will ensure students that qualify for support services are properly serviced. Service Logs will be kept by all professional staff.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will receive counseling sessions at least once a month over bullying and positive character traits and social norms to foster a safe learning environment. Materials and supplies will be purchased to effectively carry out these lessons and activities. Positive banners and fence messages will be displayed to promote our campus pride. <b>Strategy's Expected Result/Impact:</b> Positive learning environment Agenda and sign-sheets Welcoming campus culture <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - Title IV 289 - 289.31.6499.00.103.11.0.00 - \$1,416.46, - Title IV 289 - 289.31.6399.00.103.11.0.00 - \$3,634	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will receive counseling sessions from campus counselor when indicated on disciplinary referrals. <b>Strategy's Expected Result/Impact:</b> Counselor Report Counselor Logs <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students in need of clothing/uniforms will be referred to the school counselor so that clothing vouchers may be provided to families. <b>Strategy's Expected Result/Impact:</b> Clothing vouchers Referrals <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor  <b>Funding Sources:</b> - Title I (211) - 211.32.6499.00.103.24.0.00 - \$1,050	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students will participate in Career/College awareness activities and Drug Awareness & Prevention to educate and motivate them to pursue higher education. <b>Strategy's Expected Result/Impact:</b> Flyers Schedule of Events Lesson plans Sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 7:** Transportation department : bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

**Evaluation Data Sources:** Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Transportation services will be provided for after-school tutorials. <b>Strategy's Expected Result/Impact:</b> Academic Growth <b>Staff Responsible for Monitoring:</b> Campus Administration Transportation Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 8:** Fine Arts: Truman Price will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%.

**Evaluation Data Sources:** Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.













**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.









**Performance Objective 9:** Drop Out Prevention: The District will increase the attendance rate from 95.1 to 97.5 for all students.

**Evaluation Data Sources:** TAPR report/PBMAS

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. <b>Strategy's Expected Result/Impact:</b> Students will master state administered assessments <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Formation of campus based attendance committee <b>Strategy's Expected Result/Impact:</b> Enrollment data <b>Staff Responsible for Monitoring:</b> Campus Teachers, Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy <b>Strategy's Expected Result/Impact:</b> Mtg. Agenda, Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide an Attendance Incentive Program <b>Strategy's Expected Result/Impact:</b> Warning letters, weekly court filings, meetings with truant students <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June



















					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 10:** Physical Education: Truman Price Elementary will require the Fitness Gram physical fitness assessment to be administered to 98% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitness Gram testing policies.

**Evaluation Data Sources:** Fitness gram assessment, PEIMS enrollment schedules for PE





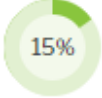







**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Fitness data for all students will be collected from the PE/Health using FITNESSGRAM. <b>Strategy's Expected Result/Impact:</b> Fitnessgram pre- and post- tests in 6th grade  Fitnessgram data (annual) in grades 3-12 <b>Staff Responsible for Monitoring:</b> Coach Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. <b>Strategy's Expected Result/Impact:</b> campus grade-level rosters <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue implementation of CATCH curriculum and online Curriculum Collaborative for P.E./Health classes aligned to state and district standards. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> P.E. Teacher Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 11:** Advanced Academics: The District will ensure that 97% of all Gifted/Talented will meet the state standards on all areas of STAAR/EOC.









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study during Academic Elective periods. <b>Strategy's Expected Result/Impact:</b> Classroom observation, lesson plans, meetings with AAS director, <b>Staff Responsible for Monitoring:</b> Campus Administrators, Gifted/Talented Teachers, AAS Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or by placing in the district newspaper. <b>Strategy's Expected Result/Impact:</b> Newspaper articles, pictures <b>Staff Responsible for Monitoring:</b> AAS Director, campus admin, classroom teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 12:** Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor will deliver lessons on CyberBullying once a six weeks. <b>Strategy's Expected Result/Impact:</b> Bully free campus environment <b>Staff Responsible for Monitoring:</b> Campus Counselor and Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 13:** Bilingual/ESL: Truman Price will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Truman Price will train teachers on Sheltered Instruction to ensure students are exposed to a variety of language activities. <b>Strategy's Expected Result/Impact:</b> STAAR Scores <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 14:** Migrant: Truman Price will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

**Evaluation Data Sources:** PBMAS & STAAR









**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Migrant Tutor will be provided for grades 3rd - 5th to work with migrant students in small groups. <b>Strategy's Expected Result/Impact:</b> STAAR Scores <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Needed resources, supplies and materials will be purchased for Migrant students. <b>Strategy's Expected Result/Impact:</b> STAAR Scores <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 15:** Special Education: Truman Price will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> T. Price will provide students a safe and nurturing school environment that supports academic success in the classrooms. Classroom video cameras will be purchased and installed for Special Education Classrooms as needed. <b>Strategy's Expected Result/Impact:</b> Student safety and welfare. <b>Staff Responsible for Monitoring:</b> Campus Administrator District Directors	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 16:** Fine Arts: Truman Price will encourage every Fine Art program to provide students with at least one professional art industry experience and assist 100% of students interested in pursuing a post-secondary education/career in the Arts.

**Evaluation Data Sources:** Travel to/host professional performances, Travel to/host workshops with professional artists, College auditions and admissions to Visual and Performing Art programs, Student portfolios.













**Summative Evaluation:** No progress made toward meeting Objective



**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 17:** Academics: Increase opportunities for students to participate in and out of district academic enrichment programs. Programs include; Student Ambassador, Folklorico, Dancerettes, Robotics, Book Club, Eukelele, Choir, Drum Line, and Chess.

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Second through Fifth Grade Students will be provided with opportunities to join the FLL (First Lego League) Challenge at a local level and if advanced, they will go to state level. <b>Strategy's Expected Result/Impact:</b> STAAR Scores Technology Knowledge <b>Staff Responsible for Monitoring:</b> Robotics Coaches Campus Administration District Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students will participate in a variety of clubs on Fridays as part of the Truman Price Club Friday events. Supplies and other resources and materials needed will be purchased for this clubs. <b>Strategy's Expected Result/Impact:</b> Positive Campus Environment Student Knowledge in real world careers Good Citizenship <b>Staff Responsible for Monitoring:</b> Teachers Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local (199) - 199.11.6399.00.103.11.0.00 - \$800	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 18:** Truman Price Elementary will increase the safety measures of our campus by upgrading the locking mechanisms for classroom doors and upgrading security measures at the entry points of our campus.

**Evaluation Data Sources:** Campus Administration  
District Police Department  
District Safety and Risk Department









**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Install key less door entry systems with cameras to our campus where visitors will have to be buzzed in. <b>Strategy's Expected Result/Impact:</b> Campus will be safer. <b>Staff Responsible for Monitoring:</b> Campus Administration District Police Department District Safety and Risk Department	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase student and staff PPE supplies (face shields, face masks, student desk shields, etc.) for students to wear prior to entering and around the campus.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Truman Price Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 19:** Culture/Climate: Increase opportunities for students to participate in and out of district and campus programs such as PBIS/Capturing Kids' Hearts. Programs include; Student Ambassador, Folklorico, Dancerettes, Robotics, Book Club, Eukelele, Choir, Drum Line, Chess, Arts & Crafts, etc.

**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incentives for students will be provided on Fridays for specific clubs as part of the Truman Price Club House Friday. Snacks will be provided for PBIS activities when rewarding good/excellent behavior using student activity funds. <b>Strategy's Expected Result/Impact:</b> Positive School campus climate and culture which will lead to academic success. <b>Staff Responsible for Monitoring:</b> Campus Teachers Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
	 20%	 60%	 90%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 6:** Truman Price Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 1:** CLPAC: Truman Price Elementary will maintain 100% of the required members in the Campus Level Planning and Advisory Committee to oversee all improvement activities once a month.

**Evaluation Data Sources:** CLPAC meeting sign ins and agendas

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CLPAC nominations and voting will take place at the beginning of the school year for members whose term has expired. <b>Strategy's Expected Result/Impact:</b> Agendas Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CLPAC will ensure a parent representative and business representative serve on the committee as outlined in CLPAC policy. <b>Strategy's Expected Result/Impact:</b> Agendas Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration CLPAC Committee	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CLPAC meetings will take place at least once a month and/or as needed in an effort to oversee all campus level planning and decision making. <b>Strategy's Expected Result/Impact:</b> Agendas Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration CLPAC Committee	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


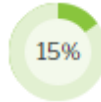














**Goal 6:** Truman Price Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 2:** Parental Involvement Department: Truman Price Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

**Evaluation Data Sources:** Volunteer sign in at campus on a daily basis and the sign in at the district meetings.

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will conduct Title 1 meetings to inform parents of the school performance, available programs for students and services provided by the campus and district. The campus will also host Texas Public School Week also known as "Open House," in an effort to showcase the campus and the various things students are doing. The campus will purchase snacks and other food items for a grab and go goodie bag for parents that attend the end of the year parade in an effort to appreciate them for their daily support through this pandemic. <b>Strategy's Expected Result/Impact:</b> Meeting Invitations Meeting and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary Parent Educator Parental Involvement Director  <b>Funding Sources:</b> Refreshments/Supplies Needed for Parent Meetings - Title I (211) - 211.61.6499.00.103.24.0.00 - \$200		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Review, revise and disseminate parental involvement policy with parents in accordance with Title I requirements. <b>Strategy's Expected Result/Impact:</b> Agendas and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Educator		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Review, revise and implement school/parent compact to develop an effective school/family partnership. <b>Strategy's Expected Result/Impact:</b> Signed Compacts <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Educator		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent educator will recruit parents and provide information to parents on the perks of volunteering at our campus. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets Flyers <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Blackboard will be utilized by campus administration as a method of keeping parents informed about campus events. <b>Strategy's Expected Result/Impact:</b> Blackboard Usage Report <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as Nutrition, computer programs, GED classes, parent workshops, etc. Provide instructional supplies and materials so parent volunteers can help teachers with materials needed in the classroom. <b>Strategy's Expected Result/Impact:</b> Meeting Invitation Agendas and sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Administration Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8		162.11.6118.ST.103.25.0.00	\$13,633.00
Sub-Total					\$13,633.00
Budgeted Fund Source Amount					\$13,633.00
+/- Difference					\$0.00
State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		164.11.6399.00.103.30.0.00	\$3,000.00
1	1	4		164.13.6411.00.103.30.0.00	\$500.00
1	3	1		164.12.6399.00.103.30.0.00	\$500.00
4	4	4		164.13.6239.00.103.30.0.00	\$2,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$7,060.00
+/- Difference					\$1,060.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199.11.6399.00.103.11.0.00	\$5,000.00
1	1	8		199.11.6498.00.103.11.0.00	\$700.00
1	1	8		199.11.6499.00.103.11.0.00	\$314.00
1	1	10		199.31.6498.00.103.99.0.00	\$104.00
1	1	11		199.23.6499.00.103.99.0.00	\$550.00
1	1	14		199.23.6498.00.103.99.0.00	\$1,000.00
1	3	1		199.12.6329.00.103.11.0.AR	\$0.00
1	3	1		199.12.6329.00.103.11.0.00	\$510.00
1	3	1		199.12.6325.00.103.11.0.00	\$150.00
1	3	2		199.12.6498.00.103.11.0.00	\$77.00
1	3	3		199.12.6411.00.103.11.0.00	\$150.00
2	1	15		199.11.6499.00.103.11.0.00	\$300.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1		199.11.6399.00.103.11.0.00	\$300.00
4	4	1		199.23.6399.00.103.99.0.00	\$402.00
4	4	1		199.12.6399.00.103.11.0.00	\$560.00
4	4	3		199.11.6269.00.103.11.0.00	\$6,934.78
4	4	3		199.23.6269.00.103.99.0.00	\$5,024.81
4	4	4		199.23.6239.00.103.99.0.00	\$300.00
4	4	4		199.31.6239.00.103.99.0.00	\$300.00
4	4	4		199.13.6239.00.103.99.0.00	\$500.00
4	4	4		199.21.6239.00.103.99.0.00	\$0.00
4	4	4		199.12.6239.00.103.11.0.00	\$300.00
4	4	5		199.23.6498.00.103.99.0.00	\$1,000.00
4	4	5		199.13.6499.00.103.99.0.00	\$1,000.00
4	6	3		199.5163.15.00.103.99.0.00	\$0.00
5	17	2		199.11.6399.00.103.11.0.00	\$800.00
Sub-Total					\$26,276.59
Budgeted Fund Source Amount					\$45,465.00
+/- Difference					\$19,188.41
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		211.11.6399.00.103.24.0.00	\$2,500.00
1	1	4		211.13.6239.00.103.24.0.00	\$2,000.00
1	1	4		211.31.6239.00.103.24.0.00	\$300.00
1	1	4		211.31.6411.00.00.103.24.0.00	\$110.00
1	1	8		211.11.6499.00.103.24.0.00	\$500.00
1	1	15		211.11.6125.00.103.24.0.TT	\$3,000.00
1	3	1		211.12.6329.00.103.24.0.00	\$500.00
2	1	11		211.11.6118.00.103.24.0.TT	\$9,000.00
4	4	1		211.116.399.00.103.24.0.00	\$586.00
4	4	4		211.13.6239.00.103.24.0.00	\$1,500.00
4	4	4		211.31.6239.00.103.24.0.00	\$300.00



Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2			\$1,000.00
5	6	3		211.32.6499.00.103.24.0.00	\$1,050.00
6	2	1	Refreshments/Supplies Needed for Parent Meetings	211.61.6499.00.103.24.0.00	\$200.00
Sub-Total					\$22,546.00
Budgeted Fund Source Amount					\$10,775.00
+/- Difference					-\$11,771.00
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		255.23.6411.00.103.24.0.20	\$3,000.00
1	3	1		255.13.6399.00.103.24.0.00	\$558.88
4	4	1		255.13.6399.00.103.24.0.00	\$1,077.12
4	4	4		255.13.6239.00.103.24.0.00	\$1,500.00
4	4	4		255.23.6239.00.103.24.0.00	\$1,500.00
Sub-Total					\$7,636.00
Budgeted Fund Source Amount					\$7,136.00
+/- Difference					-\$500.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1		263.11.6399.00.103.25.0.00	\$587.00
4	4	4		263.13.6239.00.103.25.0.00	\$1,000.00
Sub-Total					\$1,587.00
Budgeted Fund Source Amount					\$5,887.00
+/- Difference					\$4,300.00

Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$281.00
+/- Difference					\$281.00
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	5		897.00.2190.01.103.00.0.00	\$1,412.00
Sub-Total					\$1,412.00
Budgeted Fund Source Amount					\$440.00
+/- Difference					-\$972.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10		289.31.6299.00.103.11.0.00	\$600.00
1	1	10		289.31.6291.00.103.11.0.00	\$400.00
1	1	10		289.31.6499.00.103.11.0.00	\$668.00
5	6	1		289.31.6499.00.103.11.0.00	\$1,416.46
5	6	1		289.31.6399.00.103.11.0.00	\$3,634.00
Sub-Total					\$6,718.46
Budgeted Fund Source Amount					\$7,136.00
+/- Difference					\$417.54
Tuberculin 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	5		899.00.2190.00.103.00.0.00	\$76.16
Sub-Total					\$76.16
Budgeted Fund Source Amount					\$95.00
+/- Difference					\$18.84
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	15		282.11.6118.00.103.24.0.LL	\$18,600.00
2	1	15		282.11.6125.00.103.24.0.LL	\$19,900.00

ESSER III (282)				
Goal	Objective	Strategy	Resources Needed	Account Code
				<b>Sub-Total</b>
				\$38,500.00
				<b>Budgeted Fund Source Amount</b>
				\$52,650.00
				<b>+/- Difference</b>
				\$14,150.00
				<b>Grand Total Budgeted</b>
				\$150,558.00
				<b>Grand Total Spent</b>
				\$124,385.21
				<b>+/- Difference</b>
				\$26,172.79