

Fort Bend Independent School District

Goodman Elementary

2023-2024 Campus Improvement Plan

Includes TEA Targeted Improvement Plan Requirements



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Goodman elementary will provide high quality instruction, celebrate diversity, and promote a safe learning environment for all students through measurable actions and systems to be implemented by all stakeholders.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Goodman Elementary strives to be an exemplary campus focused on student centered practices and inclusiveness in a safe and supportive learning environment.

Value Statement

LGE strives to grow all scholars beyond what we can imagine!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	17
Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.	24
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.	28
Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.	31
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.	35
State Compensatory	36
Budget for Goodman Elementary	37
Campus Funding Summary	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Goodman is located in FBISD in Fresno, TX. The student population is 721 students and it's a PreK-5th grade campus. 50.7% of the students are female, and 49.93% of the students are male. 63.52% of the students are Hispanic and 32.18% of the students are African-American while 2.77% of the student population identify as 2 or more races. 6.38% of our students are dyslexic and 1.94% of the students participate in the gifted and talented program. We have 12.90% of students in special education. 63.40% of our students are in the emergent bilingual program. 44.52% of our students are bilingual and 5.55% of the students are English as a second language. We are a school wide Title One program at 100%. 63.38% of our students are at risk and 0.97% of our students are in foster care. Our economic disadvantage total is 87.38% and our free and reduced meals percentage is 81.55% while the reduced-price meals are at 4.72%. We have seven homeless students on our campus, five of our students are doubled up, and two of our students are living in a hotel/motel. The campus also has 18 staff members serving as administrative support, 47 teachers, and 13 educational aides. The attendance rate averages at 94.25%. Our total parent participation rate is 2321 active contacts for the 22-23 school year.

Demographics Strengths

The campus has consistent programs to serve our bilingual, economically disadvantaged, GT, and special education students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is stagnant and below the district goal of 96%. The campus average is currently at 94.25% for the current school year. However, 94.25% is an increase from 93% from the previous school year. **Root Cause:** Students miss school due to illnesses, family barriers, and absences are more prevalent in primary grades .

Problem Statement 2 (Prioritized): The free and reduced lunch rate of 86.27% is below the economically disadvantage rate of 87.38% for the campus. **Root Cause:** All families may not have access to or are fully aware of the free and reduced lunch forms for students.

Student Learning

Student Learning Summary

STAAR Math Raw scores- 42% "likely passed", 40% "zone of uncertainty", 9% "likely did not passed"

STAAR Reading Raw scores- 53% "likely passed", 38% "zone of uncertainty", 8% "likely did not passed"

STAAR Science-38% "likely passed", 50% "zone of uncertainty", 12% "likely did not passed"

STAAR Math Raw scores (Spanish) - 25% "likely passed", 75% "zone of uncertainty", 16% "likely did not passed"

STAAR Reading Raw scores (Spanish)- 25% "likely passed", 46% "zone of uncertainty", 29% "likely did not passed"

Primary grades (K-2) BAS results- 20.5% on grade level, 79.5% below grade level

Primary grades (K-2) Ren360 results- 37.5% at or above, 15.4% on watch, 20.6% intervention, 26.5% urgent intervention

Spring STAAR Raw Scores

LGE Spring 2023		Total Test	"Likely did not pass"		"Zone of Uncertainty"		"Likely passed"	
			Number	%	Number	%	Number	%
Math	3rd	105	12	11%	53	50%	40	38%
	4th	132	19	14%	55	42%	58	44%
	5th	132	4	3%	40	30%	60	45%
Reading	3rd	106	9	8%	43	41%	54	51%
	4th	133	16	12%	73	55%	44	33%
	5th	104	5	5%	21	20%	78	75%
Science	5th	104	12	12%	52	50%	40	38%
Math Spanish	3rd	8	2	25%	4	50%	2	25%
	4th	4	1	25%	3	75%	0	0%
	5th	4	0	0%	4	100%	0	0%

LGE Spring 2023		Total Test	"Likely did not pass"		"Zone of Uncertainty"		"Likely passed"	
			Number	%	Number	%	Number	%
Reading Spanish	3rd	8	3	38%	3	38%	2	25%
	4th	3	0	0%	3	100%	0	0%
	5th	4	2	50%	0	0%	2	50%

Grade Level	BAS/SEL RESULTS		REN 360 READING RESULTS			
	% of Students Reading <u>On</u> or Above Level	% of Students Reading Below Level	% of Students Identified as Urgent Intervention	% of Students Identified as Intervention	% of Students Identified as On Watch	% of Students Identified as At Risk
Kindergarten	13%	87%	16.5	11.4	21.5	50.6
1 st Grade	23.5%	76.5%	26.5	32.7	12.2	28.6
2 nd Grade	25%	75%	36.5	17.7	12.5	33.3

Student Learning Strengths

REN360 data scores shows an increase from BOY to MOY for reading and math:

(Reading) BOY to MOY= +3

(Math) BOY to MOY= +4

REN DATA

Class/Group ▲	Star Reading Enterprise			Star Math Enterprise		
	Avg Percentile Rank (PR)			Avg Percentile Rank (PR)		
	BOY	MOY	Change	BOY	MOY	
Average	20	23	+3.0	38	42	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All primary grades are below grade level in BAS reading scores, and REN scores do not correlate with BAS. **Root Cause:** Teachers may not be assessing accurately. Guided reading and small group instruction may not be happening with fidelity in all classrooms on a daily basis. Vertical alignment meetings are not as frequent as grade level planning and PLCs.

Problem Statement 2 (Prioritized): Students are performing below level in math and science on STAAR. **Root Cause:** Staffing shortages existed in 5th grade math and science classrooms for the 22-23 school year. Vertical alignment is not consistent throughout the school year. Additional instructional and learning opportunities are needed to close learning gaps.

School Processes & Programs

School Processes & Programs Summary

Goodman Elementary has clearly defined scheduled block of time that teachers utilize regarding providing daily reading, math, science, stem, and extracurricular intervention and enrichment support. Campus CST data as well as campus formative assessments demonstrate that tasks are aligned to the TEKS. Teachers on campus utilize digital learning management systems, such as Ren 360 to identify tiered intervention support for the students. This data enables the teachers to also identify student areas of focus for interventions. Once students have been identified as needing additional support, clear SST processes on campus help to identify additional support that the students may need.

Many students at Goodman Elementary participate in the additional extracurricular activities on campus. Some of these are the soccer, National Honor Society, Student Council, and step team. In our classrooms at Goodman Elementary student ownership of learning practices such as checklists, rubrics, and student-centered learning intentions and success criteria were evident within our campus CST walks and campus walks. We will continue to provide the additional extracurricular support to the students. We want to continue to engage our students at Goodman Elementary and will focus on offering additional opportunities for the students in the areas of literacy, mathematics, fine arts, and stem. Additional learning experiences both on campus and off campus will enrich the students at Goodman in the areas of literacy, mathematics, fine arts, and stem.

During the school year, teachers were provided with ongoing professional development sessions that were based on high quality resources, data driven instruction and intervention. During the school year, new staff is supported individually by an ILT member. Teachers work with students based on their needs as well as their personality.

School Processes & Programs Strengths

Strengths:

- Student mentoring program to allow students someone to confide in and talk to
- PBIS Reward System has decreased discipline
- Students are motivated to make better choices
- Increase in student academic scores due to small group interventions
- After School Program support students in making better choices to keep up their grades and behavior to stay in class
- Science and Math Labs provides students with more hands-on experiences and can support with targeting their academic needs
- Intervention system during the day supports closing the gap and supporting students with meeting grade level TEKS
- Teachers walk away from PD with intentional and specific strategies to instantly use in class.
- PD Sessions are intentional and address a wide variety of needs (academically and behaviorally)
- Staff that are present are active participants in PD sessions

Areas of Focus:

- Consequences for problem behaviors are defined clearly and consistently. (Schoolwide and classroom)
- Students experience high rates of academic success (> 75% correct)
- School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.
- More support is needed for TIER 3 students that have been identified as needing support academically and behaviorally.
- Need more rewards- need financial
- Could use more make and take activities (currently modeling and guided support)
- Need staff to attend in PD (everyone's not always on campus due to other district trainings)
- Need more real-world experiences such as field trips to expose students to a variety of outside, real-world situations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The students are not consistently participating in activities for the National Elementary Honor Society and Student Council. **Root Cause:** There is no set plan of when students should meet and perform activities. Activities are randomly planned throughout the year. Coordinators need additional training and follow up.

Problem Statement 2 (Prioritized): The Vista students are not engaged in enrichment assignments as often as they should. **Root Cause:** Educators need more time to plan and execute enrichment activities that will challenge the Vista students.

Problem Statement 3 (Prioritized): 28% of parents feel their child does not take an interest in extracurricular activities and programs including fine arts athletics or clubs and organizations. More students need to participate in schoolwide events and activities such as Soccer, National Honor Society, Student Council, GT, Vista, Step Team, Cheer, and Science Fair. **Root Cause:** The campus needs to advertise more and provide resources for students to participate in activities. Remove barriers for any student wanting to participate.

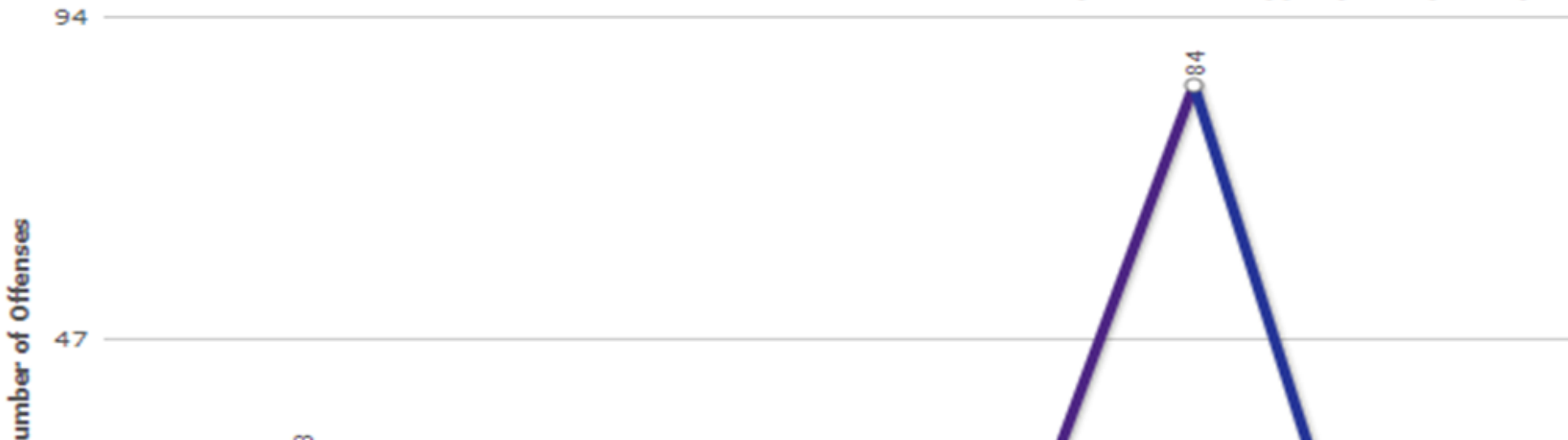
Perceptions

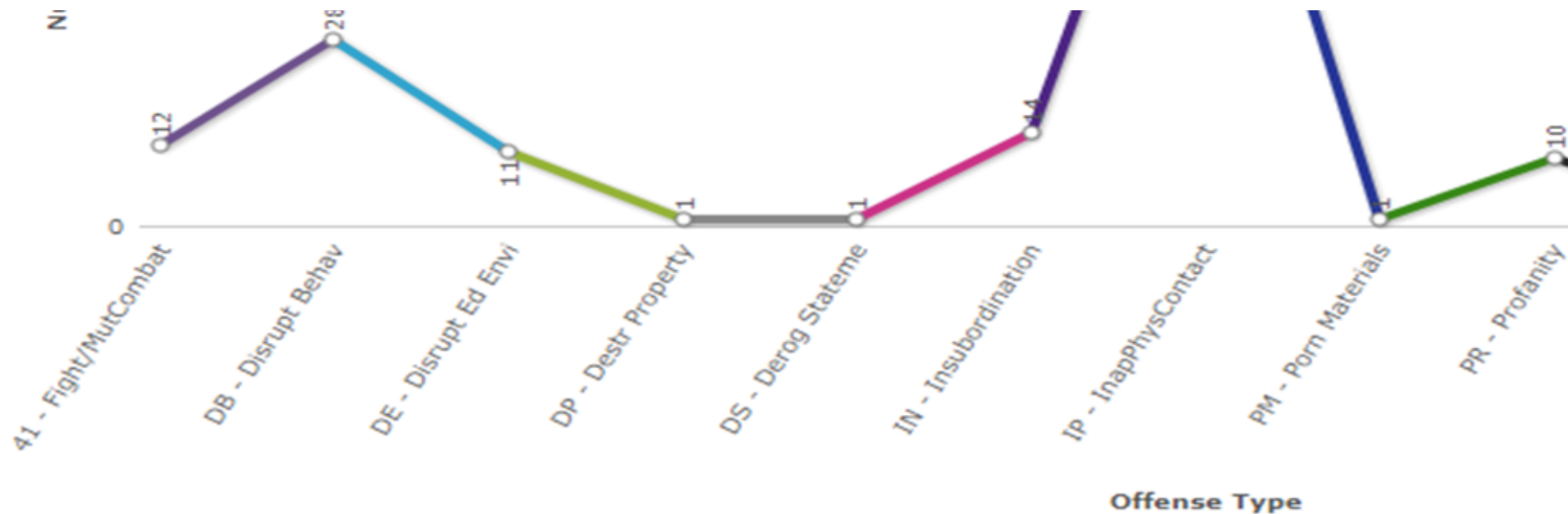
Perceptions Summary

Parents and community partners are involved in the educational process and information is provided to parents. Stakeholders are included in decision making process for the campus and are informed on how they can be part of the process. During quarterly after school events, there has been an opportunity for community partnerships to participate and share information. Parents indicated on the K12 Survey of their positive perception of the campus and its culture. parents view the campus as 50% excellent, 38% good, 13% fair, so overall 88% of parents have a positive perception of the campus. At this time, parents feel welcome entering their child's school. We have also received more community partnerships this year in comparison to the past; therefore, increasing our community and engagement. Parents feel that their child's school work is meaningful and relevant and that classroom instruction challenges students to think and problem solve. However, they feel that their child doesn't always take advantage after school clubs. They also feel that they aren't always in the know regarding community organizations that provide support to the campus. They would like for teachers to show students how lessons relate to life outside of the school. It would also be appreciated for feedback to be given to students in a timely manner.

Discipline Graphs

Discipline Offenses
Breakdown by Offense Type (Entity 139)





Perceptions Strengths

Strengths:

- Parents feel as if they receive more communication
- Parents feel more welcome on campus
- The school's learning standards and expectations are clearly explained to students
- Schoolwork is meaningful and relevant
- Classes challenge students to think and solve problems
- My child is being prepared to do well in the next grade or after graduation
- Student receive the individual support they need to prepare for the future
- My child is excited to go to school
- There is teacher, counselor, or other staff member to whom a student can go to for help with a school problem
- Student receive the individual support they need to prepare for the future
- My child is excited to go to school
- Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities
- My child is safe and secure at school
- Staff members and students treat each other with respect

Area of Focus:

- There has been an increase in student referrals compared to the previous school year with 33 coded discipline referrals in Skyward. The referrals are typically identified as Disruptive Behavior/Educational Environment and Inappropriate Physical Touch.
- My child takes an interest in the extracurricular activities and programs. Including fine arts, athletics, or clubs/organization
- Teachers successfully show students how lessons relate to life outside of school
- Teachers give timely and appropriate feedback about student work
- This school uses family input to improve instruction, programs, activities, and services provided
- I am informed about community organization that support students at this school
- The campus provides timely opportunities to engage in feedback prior to big decisions or changes

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inappropriate physical contact is the most frequent discipline action. **Root Cause:** Students lack coping and appropriate communication skills, and how to manage conflicts.

Problem Statement 2 (Prioritized): Some grade levels are below the campus average in awarding PBIS points. **Root Cause:** Teachers are not consistently awarding PBIS points to students. A more functional system or the use of scannable codes may make the process easier.

Problem Statement 3 (Prioritized): The community views bullying as a top concern to address. **Root Cause:** Students lack coping and appropriate communication skills, and how to manage conflicts.

Problem Statement 4 (Prioritized): 34% of teachers do not successfully show students how lessons relate to life outside of school. **Root Cause:** Teachers need to look for more opportunities for students to make real-life connections during instruction.

Problem Statement 5 (Prioritized): 29% of families are not satisfied with the level of community involvement in my child's school. **Root Cause:** The campus may not be catering to the times/days that are most convenient for families and some events are not always tied to student performances or presentations.

Problem Statement 6 (Prioritized): 34% of parents feel that the school does not contact families if my student is struggling academically period **Root Cause:** Teachers may not be contacting parents frequently between the mandated parent conferences to discuss ongoing progress.

Problem Statement 7 (Prioritized): 42% of parents prefer to receive communication via social media for example Facebook and Twitter. **Root Cause:** The campus is only allowed to use Twitter for communication. Most parents in the community prefer Facebook.

Problem Statement 8 (Prioritized): 27% of parents feel bullying is investigated and addressed. **Root Cause:** Parents may not be fully aware of their rights and notifications. The campus does not publicly advertise the steps for bullying on an ongoing basis.

Priority Problem Statements

Problem Statement 1: Attendance is stagnant and below the district goal of 96%. The campus average is currently at 94.25% for the current school year. However, 94.25% is an increase from 93% from the previous school year.

Root Cause 1: Students miss school due to illnesses, family barriers, and absences are more prevalent in primary grades .

Problem Statement 1 Areas: Demographics

Problem Statement 2: The free and reduced lunch rate of 86.27% is below the economically disadvantage rate of 87.38% for the campus.

Root Cause 2: All families may not have access to or are fully aware of the free and reduced lunch forms for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: All primary grades are below grade level in BAS reading scores, and REN scores do not correlate with BAS.

Root Cause 3: Teachers may not be assessing accurately. Guided reading and small group instruction may not be happening with fidelity in all classrooms on a daily basis. Vertical alignment meetings are not as frequent as grade level planning and PLCs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are performing below level in math and science on STAAR.

Root Cause 4: Staffing shortages existed in 5th grade math and science classrooms for the 22-23 school year. Vertical alignment is not consistent throughout the school year. Additional instructional and learning opportunities are needed to close learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The students are not consistently participating in activities for the National Elementary Honor Society and Student Council.

Root Cause 5: There is no set plan of when students should meet and perform activities. Activities are randomly planned throughout the year. Coordinators need additional training and follow up.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The Vista students are not engaged in enrichment assignments as often as they should.

Root Cause 6: Educators need more time to plan and execute enrichment activities that will challenge the Vista students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 28% of parents feel their child does not take an interest in extracurricular activities and programs including fine arts athletics or clubs and organizations. More students need to participate in schoolwide events and activities such as Soccer, National Honor Society, Student Council, GT, Vista, Step Team, Cheer, and Science Fair.

Root Cause 7: The campus needs to advertise more and provide resources for students to participate in activities. Remove barriers for any student wanting to participate.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Inappropriate physical contact is the most frequent discipline action.

Root Cause 8: Students lack coping and appropriate communication skills, and how to manage conflicts.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Some grade levels are below the campus average in awarding PBIS points.

Root Cause 9: Teachers are not consistently awarding PBIS points to students. A more functional system or the use of scannable codes may make the process easier.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The community views bullying as a top concern to address.

Root Cause 10: Students lack coping and appropriate communication skills, and how to manage conflicts.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: 34% of teachers do not successfully show students how lessons relate to life outside of school.

Root Cause 11: Teachers need to look for more opportunities for students to make real-life connections during instruction.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 29% of families are not satisfied with the level of community involvement in my child's school.

Root Cause 12: The campus may not be catering to the times/days that are most convenient for families and some events are not always tied to student performances or presentations.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 34% of parents feel that the school does not contact families if my student is struggling academically period

Root Cause 13: Teachers may not be contacting parents frequently between the mandated parent conferences to discuss ongoing progress.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 42% of parents prefer to receive communication via social media for example Facebook and Twitter.

Root Cause 14: The campus is only allowed to use Twitter for communication. Most parents in the community prefer Facebook.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: 27% of parents feel bullying is investigated and addressed.

Root Cause 15: Parents may not be fully aware of their rights and notifications. The campus does not publicly advertise the steps for bullying on an ongoing basis.

Problem Statement 15 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: By June 2024, LGE will improve the effectiveness of Tier I instruction in ELAR, math, and science through the use of aligned curriculum, data driven instruction, and student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment.

By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year.

By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% .

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group instruction and learning stations will take place in reading, math, and science 4-5 times per week to close achievement gaps for all students.</p> <p>Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% .</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 4</p> <p>Funding Sources: Online digital resources for Tier 1 Instruction - 211 Title I-A - \$10,000, Instructional supplies - 211 Title I-A - \$10,000, Math Resources (Fluency skills) - 211 Title I-A - \$4,500, Math STAAR Prep - 211 Title I-A - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Integrate science explorations at least once a week that are aligned with the 5E model to give all students hands-on experiences with science concepts. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 Funding Sources: Supplemental Online Subscription - 211 Title I-A - \$3,000	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate sheltered instruction strategies daily across content to improve the language development for all students. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Sheltered Instruction digital resource - 211 Title I-A - \$5,500	Formative			Summative
	Oct	Dec	Feb	June





Strategy 4 Details	Reviews			
Strategy 4: Implement daily interventions/enrichment through flexible grouping to close achievement gaps for all students. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: Implement aggressive monitoring during warm ups in ELAR, Math, and Science to assess all students' needs for specific skills and concepts in guided instructional groups and interventions. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 6 Details		Reviews			
Strategy 6: Implement student ownership of learning for all students through the use of rubrics, checklists, and feedback protocols 3-4 times per week. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20%. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 4		Formative			Summative
		Oct	Dec	Feb	June
Strategy 7 Details		Reviews			
Strategy 7: Implement weekly productive PLC systems and structures that supports the use of best practices in instruction and assessment allowing for collaborative planning, unit planning, concept mapping, improving teacher clarity, the co-creation of summative and formative assessments and the use of EAA protocols (DDI) and micro-teaching tools. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Dec	Feb	June

Strategy 8 Details	Reviews			
Strategy 8: Implement tutorials in the fall and spring to close achievement gaps for Tier 2 and 3 students. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Tutorials - 211 Title I-A - \$15,332	Formative			Summative
	Oct	Dec	Feb	June
Strategy 9 Details	Reviews			
Strategy 9: Implement fall and spring Saturday Camps for all 5th grade students to reteach difficult skills, provide enrichment experiences, and close achievement gaps in content areas. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 10 Details	Reviews			
Strategy 10: Utilize supplemental print and digital materials daily to meet the differentiated needs of all students. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
Strategy 11 Details	Reviews			
Strategy 11: Engage all students in enriching experiences connected to ELAR, Math, Science, and Social Studies content through field trips during the fall and spring per grade level. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Field Trips - 211 Title I-A - \$4,247, Field Trip Transportation - 211 Title I-A - \$5,000	Formative			Summative
	Oct	Dec	Feb	June

Strategy 12 Details		Reviews			
Strategy 12: Provide content professional development, literature and digital professional resources, and conference opportunities for instructional staff and administration with emphasis on supporting LEP, SPED, and GT students. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: Region IV PD - 211 Title I-A - \$5,000, Conferences - 211 Title I-A - \$7,500, Staff Travel - 211 Title I-A - \$5,000		Formative			Summative
		Oct	Dec	Feb	June
Strategy 13 Details		Reviews			
Strategy 13: LGE will implement enrichment opportunities for identified GT students during the enrichment blocks. Strategy's Expected Result/Impact: By June 2024, LGE will increase the number of Vistas and GT students by 10%. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Dec	Feb	June

Strategy 14 Details	Reviews			
Strategy 14: ELA classrooms will implement the balanced literacy model to include reading workshop, writing workshop, phonics/word study, and interactive read alouds on a weekly basis. Strategy's Expected Result/Impact: By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Administrators, Instructional Coaches, Specialist, Content Leads, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All primary grades are below grade level in BAS reading scores, and REN scores do not correlate with BAS. Root Cause: Teachers may not be assessing accurately. Guided reading and small group instruction may not be happening with fidelity in all classrooms on a daily basis. Vertical alignment meetings are not as frequent as grade level planning and PLCs.
Problem Statement 2: Students are performing below level in math and science on STAAR. Root Cause: Staffing shortages existed in 5th grade math and science classrooms for the 22-23 school year. Vertical alignment is not consistent throughout the school year. Additional instructional and learning opportunities are needed to close learning gaps.
School Processes & Programs
Problem Statement 2: The Vista students are not engaged in enrichment assignments as often as they should. Root Cause: Educators need more time to plan and execute enrichment activities that will challenge the Vista students.
Perceptions
Problem Statement 4: 34% of teachers do not successfully show students how lessons relate to life outside of school. Root Cause: Teachers need to look for more opportunities for students to make real-life connections during instruction.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: By June of 2024, Goodman Elementary will improve student ownership of behavior practices through PBIS and restorative practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness and supportive response of trauma informed instructional practices by staff as evidenced through the indicators of success.

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints





By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey.

By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents.

Strategy 1 Details		Reviews			
Strategy 1: Implement PBIS framework including schoolwide expectations to improve the culture and climate for all students and staff. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: PBIS System - 211 Title I-A - \$2,500		Formative			Summative
		Oct	Dec	Feb	June

Strategy 2 Details	Reviews			
Strategy 2: Implement respect agreements for all stakeholders to improve the culture and climate for staff and students. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Implement behavioral and academic goal setting for all students every 6-9 weeks. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June

Strategy 4 Details		Reviews			
Strategy 4: Implement behavior interventions into the flexible grouping schedule every 4-6 weeks to decrease incidents of bullying, insubordination, and inappropriate physical contact. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
Strategy 5 Details		Reviews			
Strategy 5: Provide monthly incentives for all students and staff to increase positive behaviors and attendance. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June

Strategy 6 Details	Reviews			
Strategy 6: Implement circles and counseling supports to address the SEL needs of all students and staff. Strategy's Expected Result/Impact: By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey. By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June of 2024, Goodman Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

By June 2024, the EOY staff retention rate will increase from 95% to at least 98%.

Strategy 1 Details	Reviews			
Strategy 1: Implement monthly staff socials to build stronger relationships across departments and grade levels. Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Embed differentiated and commonly shared professional development practices to increase the effectiveness of Tier 1 instruction. Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details		Reviews			
Strategy 3: Implement a mentor program for Year 1 teachers and include any experienced teachers needing additional support. Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
Strategy 4 Details		Reviews			
Strategy 4: Incorporate collaborative planning for teachers that is aligned with curriculum, instructional models, and PLC practices. Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Implement productive PLC systems and structures, such as using collaborative planning, unit planning, concept mapping, the EAA protocol, the micro-teaching tool, and the co-creation of summative and formative assessments in efforts to improve teacher clarity and student achievement. Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: Implement and monitor the campus committees to increase staff voice, shared decision making, and collective efficacy. (Wellness, CPAC, Team Leader, College and Career, Multicultural, Hospitality, Attendance, PBIS) Strategy's Expected Result/Impact: By June 2024, the EOY staff retention rate will increase from 95% to at least 98%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Performance Objective 1: By June 2024, Goodman Elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community through a variety of campus events as evidenced through the indicators of success.

Indicators of Success: By June 2024, LGE will increase parent and community engagement from 2321 to over 4000. We are currently at Silver Status with 3.2. The goal is to get to Platinum status of 4.5 or higher. $2321/721=3.219$

Strategy 1 Details	Reviews			
Strategy 1: Host content nights in the fall and spring to increase community engagement and impact student achievement. Strategy's Expected Result/Impact: By June 2024, LGE will increase parent engagement by at least 20% from the previous school year. By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 5	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details		Reviews			
Strategy 2: Host monthly CPAC meetings to increase stakeholder engagement. Strategy's Expected Result/Impact: By June 2024, LGE will increase parent engagement by at least 20% from the previous school year. By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5		Formative			Summative
		Oct	Dec	Feb	June
Strategy 3 Details		Reviews			
Strategy 3: Host Title I Night (Fall and Spring) to engage the community in the progress of the campus, student achievement, and communicate a shared vision. Strategy's Expected Result/Impact: By June 2024, LGE will increase parent engagement by at least 20% from the previous school year. By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5		Formative			Summative
		Oct	Dec	Feb	June

Strategy 4 Details		Reviews			
Strategy 4: Host wellness activities in the fall and spring to increase awareness of health and well-being and to increase community engagement. Strategy's Expected Result/Impact: By June 2024, LGE will increase parent engagement by at least 20% from the previous school year. By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5		Formative			Summative
		Oct	Dec	Feb	June
Strategy 5 Details		Reviews			
Strategy 5: Host weekly parent classes (Language, academic, and student behavioral support) to impact student achievement and increase parent engagement. Strategy's Expected Result/Impact: By June 2024, LGE will increase parent engagement by at least 20% from the		Formative			Summative
		Oct	Dec	Feb	June

<p>previous school year. By June 2024, LGE will increase student performance on REN in reading by at least 20% from the BOY to EOY assessment. By June 2024, LGE will increase student performance on STAAR in reading by at least 20% from the 22-23 school year. By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% . Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 5: 29% of families are not satisfied with the level of community involvement in my child's school. Root Cause: The campus may not be catering to the times/days that are most convenient for families and some events are not always tied to student performances or presentations.</p>

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

State Compensatory

Budget for Goodman Elementary

Total SCE Funds: \$9,683.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Interventionist). We also fund tutorial supplemental pay for student tutorials in grades K-5 and transportation as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Campus Funding Summary

211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional supplies		\$10,000.00
1	1	1	Online digital resources for Tier 1 Instruction		\$10,000.00
1	1	1	Math STAAR Prep		\$1,500.00
1	1	1	Math Resources (Fluency skills)		\$4,500.00
1	1	2	Supplemental Online Subscription		\$3,000.00
1	1	3	Sheltered Instruction digital resource		\$5,500.00
1	1	8	Tutorials		\$15,332.00
1	1	11	Field Trip Transportation		\$5,000.00
1	1	11	Field Trips		\$4,247.00
1	1	12	Staff Travel		\$5,000.00
1	1	12	Conferences		\$7,500.00
1	1	12	Region IV PD		\$5,000.00
2	1	1	PBIS System		\$2,500.00
Sub-Total					\$79,079.00