

Fort Bend Independent School District

Palmer Elementary

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

District's Mission Statement: Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Campus Mission Statement: Palmer Elementary fosters a respectful and positive learning environment in which all students are provided with the necessary resources to become successful and productive citizens in their future endeavors.

Vision

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

Campus Vision Statement: Palmer Elementary will instill the foundational characteristics and attributes of the district's Profile of a Graduate in all students to assure that they will become well-rounded critical thinkers; equipped with skills for life.

Value Statement

We believe in the following core values:

Politeness

Respect

Integrity

Determination

Excellence

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Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, all students in grades K-5 will grow at least 1.5 year in reading as indicated by NWEA Map Growth Measures.

Evaluation Data Sources: NWEA MAP BOY, MOY, and EOY results
CFA results posted in Palmer Data Tracking Spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: K-5th grade ELAR teachers will implement teacher clarity (scope and sequence, instructional model, rigor, district's curriculum during Tier I instruction Strategy's Expected Result/Impact: Improvement in teacher performance from Fall Walkthroughs to Spring walkthroughs Increase performance in students NWEA Reading BOY to EOY Decrease in the number of Tier 2 and Tier 3 students from Fall to Spring Increase in student performances on Reading CFAs from Fall to Spring Staff Responsible for Monitoring: Campus Administrators, Reading Specialist	Formative			Summative
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	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 100% of K-5th grade teachers will implement targeted intervention during Intervention and Enrichment block. Strategy's Expected Result/Impact: Increase performance in students NWEA Reading BOY to EOY Decrease in the number of Tier 2 and Tier 3 students from Fall to Spring Increase in student performances on Reading CFAs from Fall to Spring Staff Responsible for Monitoring: Classroom teachers, Administrators, Reading Specialist	Formative			Summative
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	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Campus administrators will provide weekly feedback to grade-level ELAR teachers on their implementation of the district's curriculum, instructional model, teacher clarity, and structured conversation strategies using campus walkthrough form and TTESS Walkthroughs, and Observations Strategy's Expected Result/Impact: Improvement in teacher performance from Fall Walkthroughs to Spring walkthroughs Increase performance in students NWEA Reading BOY to EOY Decrease in the number of Tier 2 and Tier 3 students from Fall to Spring Increase in student performances on Reading CFAs from Fall to Spring Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: During weekly grade-level PLCs ,each nine weeks, 2nd-5th grade reading teachers will implement concept planning, EAA, and microteaching protocols focused on three low-performing TEKS identified from the 2025 Reading STAAR results Strategy's Expected Result/Impact: Increase in 3rd-5th grade students performance on these TEKS based on 2026 and 2027 STAAR reading; 5% increase of student performance on the identified TEKS on 2026 STAAR reading compared to 2025 STAAR reading; Focused and intentional instruction; Refinement of teaching strategies Staff Responsible for Monitoring: Campus administrators, Reading Specialist, PLC Facilitator	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: ELAT teachers will use diverse texts (books, videos, and resources that reflect a variety of races, ethnicities, languages, and family experiences Strategy's Expected Result/Impact: Improve the performance of all subpops on NWEA MAP from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: ELAR Teachers-selecting a variety of text Librarian providing diverse text to teachers Campus Admin monitoring the user of diverse texty	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: 100% of Gifted and Talented students will participate in Innovation Hour Monday-Thursday from late September 2025 through March 2026 Strategy's Expected Result/Impact: 100% of GT students will have created an Innovation Project 100% of the GT students will perform at the Mastery level on NWEA MAP Reading, Math and Science (3rd-5th) Staff Responsible for Monitoring: GT Classroom teachers	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: All ELAR/Social Studies teachers will provide at least 3 opportunities for extended constructive responses through structured (structured response protocols) or written communication. Strategy's Expected Result/Impact: An increase in the number of 3rd-5th grade students earning an average of 5 or higher on ECR questions on STAAR 1.5 year growth on Reading MAP for k-5th 1.5 year growth on Science MAP for 3rd-5th 1.5 year growth on Math MAP for K-5th Staff Responsible for Monitoring: ELAR/SS teachers	Formative			Summative
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	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: All ELAR teachers will improve instruction in ECR by selecting it as their Professional Learning Goal on TTESS Professional Goal Setting Strategy's Expected Result/Impact: An increase in the number of 3rd-5th grade students earning an average of 5 or higher on ECR questions on STAAR 1.5 year growth on Reading MAP for k-5th 1.5 year growth on Science MAP for 3rd-5th 1.5 year growth on Math MAP for K-5th Staff Responsible for Monitoring: Campus Administrators-monitoring instruction and approving Professional Learning Goal Classroom teachers entering ECR as their professional learning goal	Formative			Summative
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	 Accomplished			
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Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, all students in grades K-5 will grow at least 1.5 year in math as indicated by NWEA Map Growth Measures.

Strategy 1 Details	Reviews			
Strategy 1: During weekly grade-level PLCs ,each nine weeks, 2nd-5th grade math teachers will implement concept planning, EAA, and microteaching protocols focused on three low-performing TEKS identified from the 2025 Math STAAR results Strategy's Expected Result/Impact: At least 80% of the students in each grade level demonstrate at least 1 years growth on NWEA Math MAP Increase performance on students Math CFAS At least 90% of 4th -5th grade students grow from 1 level to the next level on 2026 Math STAAR in comparison to 2025 Math STAAR At least 90% of 3rd grade students perform at the Approaches level on STAAR, 60% on Meets level, and 30% on Masters level Staff Responsible for Monitoring: Campus administrators-monitoring PLC agenda and meetings PLC Facilitators,-creating PLC agenda Math Specialist-attending and providing feedback during PLC meeting District Math Specialist-Attend PLC	Formative			Summative
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	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 1st-5th grade Math teachers will implement targeted intervention at least 4 days a week for all student groups during intervention and enrichment Strategy's Expected Result/Impact: At least 80% of the students in each grade level demonstrate at least 1 years growth on NWEA Math MAP Increase performance on students Math CFAS At least 90% of 4th -5th grade students grow from 1 level to the next level on 2026 Math STAAR in comparison to 2025 Math STAAR At least 90% of 3rd grade students perform at the Approaches level on STAAR, 60% on Meets level, and 30% on Masters level Staff Responsible for Monitoring: Campus Administrators-informal walkthrough forms Specialist-planning for intervention during PLC Teachers and Specialist-provide the intervention	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: 100% of K-5th grade Math teachers will implement teacher clarity (scope and sequence, Rigor. instructional model, district's curriculum) during Tier I instruction) Strategy's Expected Result/Impact: At least 80% of the students in each grade level demonstrate at least 1 years growth on NWEA Math MAP Increase performance on students Math CFAS At least 90% of 4th -5th grade students grow from 1 level to the next level on 2026 Math STAAR in comparison to 2025 Math STAAR At least 90% of 3rd grade students perform at the Approaches level on STAAR, 60% on Meets level, and 30% on Masters level Improved teacher instruction based on TTESS Fall walkthrough to TTESS Spring Walkthrough Staff Responsible for Monitoring: Campus Administrators-provide walkthroughs and feedback to teachers Math Specialist-Provide support with district curriculum Classroom		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Campus Administrators will provide weekly feedback from classroom walkthroughs that focuses on teacher clarity during Tier I instruction. Strategy's Expected Result/Impact: At least 80% of the students in each grade level demonstrate at least 1. 5 years growth on NWEA Math MAP Increase performance on students Math CFAS At least 90% of 4th -5th grade students grow from 1 level to the next level on 2026 Math STAAR in comparison to 2025 Math STAAR At least 90% of 3rd grade students perform at the Approaches level on STAAR, 60% on Meets level, and 30% on Masters level Improved teacher instruction based on TTESS Fall walkthrough to TTESS Spring Walkthrough Staff Responsible for Monitoring: Campus Administrators-Providing observation and feedback Classroom Teacher-implement feedback		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: All Math/ Science teachers will provide at least 3 opportunities for extended constructive responses through oral (structured response protocols) or written communication. Strategy's Expected Result/Impact: All students in each grade level demonstrate at least 1. 5 years growth on NWEA Math MAP All 3rd-5th grade students demonstrate 1.5 years growth on NWEA Science MAP Increase performance on students Math CFAS At least 90% of 4th -5th grade students grow from 1 level to the next level on 2026 Math STAAR in comparison to 2025 Math STAAR At least 90% of 3rd grade students perform at the Approaches level on STAAR, 60% on Meets level, and 30% on Masters level Improved teacher instruction based on TTESS Fall walkthrough to TTESS Spring Walkthrough		Formative			Summative
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		 Some Progress			



No Progress



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Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By the end of May 2026, we expect to have at least a 20% increase in 5th-grade students performing at the Approaches level compared to the 2025 Science STAAR.

Strategy 1 Details	Reviews			
Strategy 1: ELAR/SS and Outclass teachers will incorporate a Science grade-level TEKS content or skill into their instruction at least once a week. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: ELAR/Social Studies and Outclass Teachers-incorporate Science connection in lesson plans Outclass Teachers will include Science connection plans each week Campus Administrators will monitor lesson plans to look for the Science Connection for the week	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: K -5th grade Science teachers will implement the use of the district's science curriculum, instructional model, and structured conversation strategies. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: Campus Administrators-Providing observation and feedback Classroom Teacher-implement feedback	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: 5th grade students will participate in a Science camp that focuses on at least 1 Science TEKS once a month from September 2025-April 2026. Strategy's Expected Result/Impact: 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR Students have an increased interest in Science Staff Responsible for Monitoring: 5th grade Science lead-meet and coordinate with PTO PTO members		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Campus Administrators will provide weekly feedback from classroom walkthroughs that focuses on teacher clarity to at least 2 Science teachers in 1st-5th grades. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Refined teaching practices in Science Staff Responsible for Monitoring: Campus administrators-provide the walkthrough and feedback		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: 1st -5th grade Science teachers will participate in science planning at least 2 times a month that focuses on concept planning, data analysis, or microteaching. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: Science lead-facilitate planning session Campus Administrators-monitor science planning		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: K-5th grade teachers will implement a STEAM block at least 3 times a school year (September, December, February), using the STEAM games and materials purchased by PTO Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: Classroom Teachers-plan activities Campus administrators-monitor days	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Outclass Teachers will implement STEAM classes 3 weeks a month focused on identified Science TEK during PLC coverage from 7:55-8:55. from October-May. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: Outclass Teachers implementing Campus Administrators identify the Science TEK and monitor implementation by reviewing PLC lesson overview	Formative			Summative
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Strategy 8 Details	Reviews			
Strategy 8: All Math/ Science teachers will provide at least 3 opportunities for extended constructive responses through oral (structured response protocols) or written communication. Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: K-5th grade Science teachers Campus administrators-walkthroughs, lesson plan review, observations	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



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Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, we will achieve an average satisfaction rating of at least 85% in the annual culture and climate survey completed by key stakeholders (staff, students, and families)

Evaluation Data Sources: Culture and Climate Survey administered at the end of the year
 Palmer Nine Week Satisfaction Survey administered at the end of each Nine Weeks to students, staff, and parents
 Feedback Sessions from Culture and Climate Committee, Team Leader Meeting, PTO meetings

Strategy 1 Details	Reviews			
Strategy 1: We will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) framework--including a Respect Agreement, clearly defined expectations, consistent rules, and positive incentives--alongside Social-Emotional Learning (SEL) strategies to foster strong student-teacher connections and ensure a safe, supportive environment for learning. Strategy's Expected Result/Impact: Decrease in classroom disruption incidents by 10% in 25-26 in comparison to 24-25 Staff Responsible for Monitoring: Classroom Teachers-implementation of PBIS system Administrators-monitor the implementation of the Systems Campus PBIS team-monitor the implementation of the PBIS system implementation Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: PBIS committee and campus administrators will meet at the end of every Nine Weeks to review discipline referrals and identify the top referrals and develop a plan of action to address the referral. Strategy's Expected Result/Impact: Decrease in classroom disruption incidents by 10% in 25-26 in comparison to 24-25 At least 85% of the staff members will agree on the campus climate survey that Palmer is a safe place Staff Responsible for Monitoring: PBIS Committee Campus Administrators Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will hold 6 family partnership events (Fall picnic, Grandparent Luncheon, family partnership nights, Spirit Nights, Palmer Guardian events, PTO meetings) by the end of the school year Strategy's Expected Result/Impact: achieve an average satisfaction rating of at least 85% in the annual culture and climate survey completed by key stakeholders (staff, students, and families) Staff Responsible for Monitoring: PTO -host events Teachers-publicize and participate events Campus Administrators-host family engagement nights	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: School counselor will provide targeted supports for behavior, academics, and social emotional needs of students, staff, and community through counseling groups, promotion of mental health information activities, and character lessons. Strategy's Expected Result/Impact: Teacher retention Decrease in discipline referrals Overall satisfaction rate on school climate survey of at least 85% Staff Responsible for Monitoring: School Counselor-hold small groups, provide mental health information to families, and teach school-wide character lessons	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Campus administrators will hold mid-year feedback conference with all staff members to provide coaching and feedback with at least 70% of paras and all classroom teachers Strategy's Expected Result/Impact: Improvement in instructional practices and professionalism in the Spring of the year Retain at least 70% of staff members at least an 85% overall satisfaction rating from campus staff members on campus climate survey Staff Responsible for Monitoring: Campus administrators will meet with assigned appraisee	Formative			Summative
	Oct	Dec	Feb	June
	 No Progress			

Strategy 6 Details		Reviews			
Strategy 6: Campus admin team will support staff members' well being by fostering a culture of appreciation through weekly shout outs, celebrations, and/or hand written notes of at least 5 staff members each week, hosting at least 2 staff socials and at least 2 wellness challenges by the end of the school year, 1 team-building activity during PD days, and peer mentoring new staff members with experienced staff for support. Strategy's Expected Result/Impact: Lower absenteeism from Fall to Spring Retain at least 70% of staff members by the end of the school year At least 85% overall satisfaction rating on campus climate survey Strong teacher-student relationships as rated by students on climate survey Staff Responsible for Monitoring: Campus Admin Campus Climate and Culture committee School Counselor		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 7 Details		Reviews			
Strategy 7: We will emphasize empathy, kindness, and inclusion to prevent bullying behaviors by holding a school-wide campaign on Kindness, provide schoolwide classroom dojo points on being polite towards others, and holding events to promote inclusion every Nine Weeks (Identify Fair, Red Ribbon Week, Autism Awareness month, Cultural Fair, World Kindness Day, Acts of Kindness calendar, etc) Strategy's Expected Result/Impact: Decrease in bullying referrals from Fall to Spring Maintain or improve students' rating on school connectedness Overall rating of 85% satisfaction on students, parents, staff perception of feeling safe at school Staff Responsible for Monitoring: School Counselor Classroom Teacher Campus Administrators Parents		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 8 Details		Reviews			
Strategy 8: PTO and parent volunteers will host a Science camp that focuses on current Science TEK for 5th grade students once a month Strategy's Expected Result/Impact: Increase in students academic performance in Science based on the Science CFAS At least 80% of 3rd-5th grade students will demonstrate significant growth on NWEA MAP Science testing by May of 2026 2026 Science STAAR results will show a 10% or higher increase in comparison to the 2025 Science STAAR 3rd-5th grade students NWEA MAP Science results will show continuous improvement from BOY to MOY and MOY to EOY Staff Responsible for Monitoring: PTO Members Campus Administrators 5th grade Science teachers		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Although Palmer Elementary has strong leadership and collaborative structures in place, a significant portion of parents and staff remain neutral or dissatisfied with aspects of the school climate, particularly around safety and communication, which may impact trust and engagement. **Root Cause:** There is inconsistent communication and visibility of schoolwide behavior systems and safety protocols, which may lead to misalignment between staff perceptions and parent experiences. Additionally, while structures for engagement exist, they may not be fully leveraged to address stakeholder concerns or build deeper trust.

Problem Statement 2: Although Palmer Elementary demonstrates strong emotional engagement overall--with high scores in teacher-student relationships (3.06), peer support (3.06), and family support (3.60)--some student groups report lower levels of emotional connection and engagement. Notably, students receiving Special Education services (3.09) and those identified as Economically Disadvantaged (3.13) scored below the ca **Root Cause:** This can particularly affect Black/African American and Hispanic students if culturally responsive teaching is not consistently practiced; Special Education students may not always receive instruction that is fully inclusive or adapted to their learning styles; Students from economically disadvantaged backgrounds may experience external stressors (e.g., food insecurity, housing instability)

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, campus budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes

Evaluation Data Sources: Monthly budget reports
CPAC minutes
Grade Level Budge

Strategy 1 Details	Reviews			
Strategy 1: Conduct a biweekly review of budget allocations to ensure spending aligns with the campus improvement plan and district priorities. Strategy's Expected Result/Impact: 100% of campus expenditures will be aligned with the CIP Staff Responsible for Monitoring: Campus Principal and EA CPAC members	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Prioritize funding for classroom materials and intervention resources that directly impact student learning Strategy's Expected Result/Impact: 100% of campus expenditures will be aligned with the CIP Staff Responsible for Monitoring: CPAC-review of items spent to ensure alignment Campus Administrators-review purchases to ensure alignment EA-track expenditures	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				