

# **Spring Branch Independent School District**

## **Terrace Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

## MISSION

Everyone at TCE is committed to ensuring high levels of learning for all in a community of respect and through personalized learning experiences.

Our team will provide rigorous instruction with immediate response to student data in order to meet the needs of all learners.

# Vision

## VISION

Everyone at TCE will be inspired to love learning and will be empowered to contribute to their community through empathy, knowledge, and creative problem solving.

# Core Values

## VALUES

We cultivate a growth mindset where mistakes are seen as an opportunity to learn. We honor the growth, development and voice of every individual. We provide a safe environment that encourages inquiry, risk-taking and problem solving. We foster open communication and collaboration. We act on opportunities to serve.

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

# Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Terrace has approximately 391 students in grades K-5. 1 class per grade level is bilingual Spanish in K-5th.

Demographics are as follows:

- 398 Students K-5
- 68.03% Hispanic
- 16.11% White
- 5.37% African American
- 7.42% Asian
- 2.56% Two or more
- 76.47% Economically Disadvantaged
- 39.13% English Learners (13.30% ESL, 24.04% Bilingual)
- 61.89% At Risk
- 17.39% Special Education
- 7.67% Dyslexia
- 6.39% GT

Needs:

Small bilingual population.

Multiple families living together.

High percentage of students identified as At-Risk and Economically Disadvantaged.

EL population needing language supports.

Some of the bilingual students are stronger in English with oral language because their parents speak English fluently.

High percentage of students receiving special education services.

### **Demographics Strengths**

Diverse campus population.

Low mobility rates.

Teachers live in the community.

District employees choose our school.

Neighborhood school, close community.

The surrounding neighborhood has begun to change with an increase in younger families moving into the homes with toddlers.

# Student Learning

## Student Learning Summary

### Student Achievement

#### 2021 Spring Data

Due to Covid 19, STAAR was cancelled in 2020. Based on our 2019 spring performance in Domain 3, we received an overall grade of D. Terrace was also designated as Targeted Improvement for Meets level performance in Reading and Math. We began a targeted improvement plan which focused on the implementation of a tight data driven instruction and intervention. We utilized the district common assessments and tracked student data and progress frequently. This work resulted in improvement identified in our TIP plan each quarter. Our goal targets were set at 80% approaches, 50% Meets, 30% Masters. Although we did not meet our targets, we maintained our prior year's Meets level score despite the interruption of school due to Covid. 4th grade math did meet the Meets level target.

TCE STAAR	2018/2019			2020/2021		
	Approaches	Meets	Masters	Approaches	Meets	Masters
All- Reading	69%	35%	15%	63%	36%	15%
All- Math	72%	35%	16%	64%	35%	16%
3rd-Reading	69%	20%	8%	55%	33%	16%
3rd-Math	69%	20%	8%	58%	22%	8%
4th-Reading	56%	30%	11%	64%	30%	8%
4th-Math	65%	34%	18%	73%	50%	26%
4th-Writing	53%	24%	2%	52%	29%	2%
5th- Reading	86%	46%	22%	71%	44%	23%
5th Math	80%	48%	20%	65%	32%	14%
5th-Science	72%	36%	14%	68%	32%	15%

#### Running Record Reading Data

A summary of Grades K -5 Reading level data for the 2020-2021

ALL Students Oct.		ALL Students May		
Below Grade Level	37%	Below Grade Level	22%	-15

ALL Students Oct.		ALL Students May		
Approaching Grade Level	18%	Approaching Grade Level	21%	+3
On Grade Level	23%	On Grade Level	18%	-5
Above Grade Level	22%	Above Grade Level	39%	+17

Students reading below grade level decreased by 15%, students approaching grade level increased by 3%, students on grade level decreased by 5% however students reading above level increased by 17%.

## 2021 MAP

% of students meeting or exceeding conditional growth index:

- Reading
- Math

(EOY goal set at 65%)

## 2019 Spring Results

In 2019, our results declined in some areas compared to 2018 results. 5th grade made gains in reading with 86% of students passing after round 2 and at least 46% were at the Meets level in reading and math. 4th grade math increased, 4th grade reading declined and writing remained consistent.

Reading Total: 69% Approaches, 35% Meets, 15% Masters

Math Total: 72% Approaches, 35% Meets, 16% Masters

Writing 53% Approaches, 24% Meets, 2% Masters

Science 72% Approaches, 36% Meets, 14% Masters

## Domain 3 (4 areas)

**Academic Achievement Target: Meets level was 44% in Reading and 46% in Math. TCE was at 35% Meets level in both reading and math.**

Subpopulation data: targetscore/TCE score

Reading: All 44/35, AA 32/13, H 37/31, W 60/50, A 74/42, ED 33/31, **EL 29/30**, **SP current 19/27**, SP former 36/29, Cont. Enrolled 46/37, Not Cont. Enrolled 42/25

Math: All 46/35, AA 31/13, H 40/32, W 59/43, A 82/58, ED 36/31, EL 40/39, SP current 23/18, SP former 44/14 Cont. Enrolled 47/35, Not Cont. Enrolled 45/39.

**Growth Target: 66 reading, 71 math. TCE was at 72 in reading and 67 in math. We hit all reading targets needed. We did not hit math.**

Subpopulation data: target score/TCE score

Reading: **All 66/72, H 65/69, W 69/75, A 77/94, ED 64/71, EL 64/74, SP current 59/33, Cont. Enrolled 66/71, Not Cont. Enrolled 67/79**



Math: All 71/67, H 69/65, **W 74/83**, A 86/63, ED 68/65 , EL 68/52 , SP current 61/63 , Cont. Enrolled 71/67, Not Cont. Enrolled 70/69.

**English Language Proficiency Status Target: 36, TCE met the target with a score of 44.**

**Student Success Status Target: 47, TCE score 39. EL target met, all others not met.**

Subpopulation data: target score/TCE score

All 47/39, AA 36/17, H 41/37, W 58/47, A 73/51, ED 38/35, **EL 37/37** ,SP current 23/20, SP former 43/24 Cont. Enrolled 48/39, Not Cont. Enrolled 45/36

## **2019 MAP**

BOY '18 to EOY '19 MAP % of students meeting or exceeding growth targets by grade level.

We met our MAP growth goal in reading and surpassed our goal in math.

TERRACE EL K 72% Reading 77% Math

TERRACE EL 1 44% Reading 48% Math

TERRACE EL 2 70% Reading 71% Math

TERRACE EL 3 57% Reading 71% Math

TERRACE EL 4 47% Reading 41% Math

TERRACE EL 5 63% Reading 71% Math

**TERRACE EL Total 60% Reading 63% Math Meeting or Exceeding Growth**

## **Student Learning Strengths**

Reading level data in grades K -5 continously improving with the implementation of the Teachers College Reading and Phonics Units of Study.

Writing data and writing volume in grades K-5 continues to improve with the implementation of Teachers College Writing Units of Study.

Implementation of a consistent Data Driven instruction and intervention process resulted in continous improvement throughout the school year on math common assessments.

STAAR performance levels remained consistent with Pre Covid performance data.

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

**Problem Statement 1 (Prioritized):** 36% of all students performed at the Meets level on STAAR in reading. **Root Cause:** Interrupted implementation of reading program and

interventions.

**Problem Statement 2 (Prioritized):** 35% of all students are performing at the Meets level on STAAR in math. **Root Cause:** Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.

**Problem Statement 3 (Prioritized):** 52% of all 4th grade students performed at the Approaches level on the English Writing STAAR. **Root Cause:** Interrupted implementation of consistent, sustainable, research based approach to writing instruction including grammar K-5.

**Problem Statement 4 (Prioritized):** 32% of all 5th grade students performed at the Meets level on Science STAAR. **Root Cause:** Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

**Problem Statement 5 (Prioritized):** Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. **Root Cause:** Consistent approach to vocabulary development and language supports.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum and Instruction

#### Language Arts

At Terrace, we utilize the Teachers College Reading and Writing Project (TCRWP) Units of Study for Reading and Writing Workshop. TCRWP provides a consistent, research informed framework for balanced literacy that is personalized and supports student choice. The goal is to build independent readers and writers for life. We have also implemented the Units of Study in Phonics grades K-2.

We have been a Teachers College Reading and Writing Project (TCRWP) affiliate school. As an affiliate school, our teachers received support and training from a TCRWP staff developer to implement Reader's and Writer's Workshop.

#### Math

Math instruction is provided through a workshop approach using personalized blended learning strategies. Students work in small groups in their classroom and within the grade level so that they can receive instruction that meets their needs. During this time, student groups can be found actively engaged in a variety of tasks including:

- teacher-led skill group
- independent practice
- collaborative problem solving
- workstations
- personalized practice using adaptive software

We refer to our blended learning time as “Go Time” because we want to give our students the ability to go at their own pace or receive instruction at their level through differentiated work options. We begin teaching our students to work flexibly starting in Kindergarten with mixed math groups. By 5th grade, our students are able to set personal growth goals, track their own data, and make decisions regarding which work will help them increase their level of proficiency within a standard. We believe in using developmentally appropriate practices which moves student from the concrete, to pictorial, to the abstract. Therefore, all students are provided with the materials, manipulatives, and resources that they may need to understand and apply the concepts.

#### Science

Science is taught through the process of inquiry where students are allowed to question their environment in order to discover new things. We utilize Stem Scopes as our main curriculum resource. As we continue to implement Problem Based Learning units, the science curriculum can be taught as a part of solving a larger problem using a variety of resources that align to our TEKS and district scope and sequence.

#### Social Studies

Our social studies instruction is often integrated into language arts. We use a variety of resources such as Studies Weekly to support content knowledge. Our students enjoy learning about our community and history through reading, writing, and various hands on experiences.

#### One Way Dual Language Program

At Terrace, we offer a bilingual program for native Spanish speakers. Our Spanish bilingual program begins in Kindergarten and goes through 5th grade. The Vietnamese Bilingual program has closed due to low enrollment.

### Elementary Student Support Program

The district Elementary Student Support Program (ESSP) is housed at Terrace. This program is an alternative education placement for elementary students. Students referred to ESSP for mandatory or discretionary placements will return to their home campus after receiving intervention and support for behavior.

### Terrace as a Professional Learning Community

We function as a PLC and focus our collaborative time together on the following questions: What do we want students to know? How will we know they have learned it? What will we do if they don't learn? What will we do if they already know it?

Teams meet at minimum once a week for planning, most meet two to three times per week. Our instructional support team provide Curriculum Deep Dives prior to each unit in language arts and math. We use a backwards design planning model to roadmap our unit. Teams follow the district assessment calendar and administer all common formative assessments in math. Data meetings occur within 48 hours of a given assessment and instructional adjustments are made as well as RTI plans. Teachers use All in Learning in grades 1-5th to track data. Primary grade levels focused on reading level data and small group supports for reading and math.

We utilize district assessment trackers to document progress after each assessment. Trackers were used this year for reading and math. Trackers are reviewed with teams and the Principal meets individually with each teacher in January to review each child's progress. Conversations with teams and administration result in referrals to our student support committee, counselor, or Communities in School. Follow up meetings occur in February and in May.

### *Personalized Problem Based Learning (PBL) Units*

Education research has proven that problem-based learning encourages higher order critical thinking, increases motivation to learn, and enables students to develop more effective communication and social skills.

For these powerful reasons, grade level teams at Terrace began designing problem based learning units in 2017. These units provide opportunities for our students to engage in creative problem solving while learning important science and social studies concepts and skills. The units begin with a global driving question and entry event. Students then follow a personalized pathway based on their level of proficiency within a set of standards. Teachers utilize formative data to help guide their students through the unit and provide a variety of options for students to demonstrate their knowledge and understanding. Students will complete the unit with some type of product or project that they have chosen and created aligned to the driving question. The goal is that our students build empathy, understanding, and find ways to solve problems that exist in the real world.

### Technology

Our teams have become proficient with the use of various technology tools and platforms for teaching and learning such as ItsLearning, Google Classroom, and Seesaw.

3rd - 5th teams used Google Classroom integrated on their ItsLearning pages.

Kinder - 2nd used Seesaw integrated on their ItsLearning pages.

Every 3rd - 5th classroom has at least 10 iPads and one to one Chromebooks

Every 2nd grade classroom has 10 iPads and one to one Chromebooks.

Every Kinder and 1st classroom is one to one with iPads.

Library has been recently refreshed with new technology.

All classrooms have new Activpanels in grades 1 -5.

### **Organizational**

We are organized to function as interdependent and independent teams who engage in a process that supports a Professional Learning Community.

The A Team consists of the administrators, instructional specialists, CAIS, and our instructional coach.

The System of Care team consists of the counselor and Communities in schools student support managers.

Each grade level team has a team leader including special education and specials.

The Office Team includes our nurse as part of the school support system.

### **Personnel**

We have several new staff members this year including the principal, counselor, instructional specialist, and interventionists. We also have several new teachers joining the staff. The Principal, instructional coach, and some teachers have moved into central office staff roles.

We have three to four teachers on each team in grades K -5.

We continue to need our instructional specialists and coaches in the areas of language arts, math, and science.

## **School Processes & Programs Strengths**

### **Curriculum and Instruction**

Implementation of a personalized, consistent, research based program to support reading and writing.

Math workshop has resulted in improvement on math common assessments this year.

Materials and resources have been purchased to support the curriculum in every classroom.

### **Technology**

Students utilize technology devices to produce, practice, and for personalized learning opportunities.

Teachers have become more advanced with their use and mastery of digital teaching and learning due to Distance Learning during the Covid 19 crisis.

## **Organizational**

Teams are cohesive and collaborative.

Teams are Professional Learning Communities and use many protocols for planning, data, and assessments.

All staff members support campus events, serve on committees, and other teams to support campus initiatives, projects, and goals.

Grade level teams plan at least once per week minimum.

## **Personnel**

Strong new teacher mentor program.

Teacher working closely with teammates during planning time. We have a strong and positive climate and culture.

# Perceptions

## Perceptions Summary

We are proud to be a strong, collaborative, and fun community. We learn and grow together. Our goal is to ensure growth for every child. We all believe this and are driven towards this goal. The teachers and staff work together to provide rigorous and engaging experiences for our students every day. Our students are at the heart of everything we do.

## Panorama Student Survey 2021

Students in grades 3-5 took the Panorama survey in May. Results are as follows:

- Student Teacher Relationships +2, 87% responding favorably.
- School Climate + 2, 81% responding favorably.
- School Belonging -2, 75% responding favorably
- School Safety 0, 65% responding favorably
- School Rigorous Expectations +6, 88% responding favorably.

We scored above the district and elementary in all areas except School Safety.

**Previous year Fall of 2019.** This survey indicated increases in all areas from the 2019 spring survey.

- Student Teacher Relationships +7
- School Climate +7
- School Belonging +6
- School Safety +4
- School Rigorous Expectations +1

Due to Covid 19, the last surveys we had for staff and parents are from Spring 2019. At that time, we saw increases in most areas of the staff survey and parts of the parent survey.

## Data from Spring 2018- Spring 2019

### Campus Staff Survey

- School climate +23
- Core Values +25
- Staff-Leadership Relationships +4
- Professional Learning +15
- Feedback and Coaching +25
- Resources - 1

### Non-Campus Staff Survey

- Core Values +1

### Teacher Survey

- Teacher Efficacy +16
- Core Values +3
- Student Mindset +9
- Staff Leadership Relationships +3
- School Climate +22
- Professional Learning +9
- Faculty Growth Mindset +8
- Feedback and Coaching +4
- Resources 0

#### Parent Survey

- Barriers to engagement -2
- Core Values +3
- Family Engagement +2
- Learning Behaviors -4
- Nutrition +5
- School Climate -1
- School Environment +6
- School Fit +8
- School Safety -2

#### Parents and Community Information

- Terrace is community neighborhood school.
- Teachers, staff members, and retired Terrace staff members live in the neighborhood.
- Many new families that are moving into our area have young children and toddlers.
- We have a small but strong PTA who won several recognitions in 2021.

Teachers turn in their parent communication logs monthly. Teachers frequently communicate with parents via phone, email, face to face conferences, and Class Dojo & Remind. Each grade level provides a monthly newsletter to parents. The principal sends a weekly newsletter to parents called the Timberwolf Times. School wide communication is sent via call out, email blast, and paper flyer in both English, Spanish, and Vietnamese. Some teachers utilize classroom blogs or Twitter with their parents. We post upcoming events on the marquee.

PTA memberships have increased. We have a strong partnership with Central Bank, The Spring Shadows Moms Club, and United Way. Results of these partnerships include: an increase in volunteers, Campus Improvement Team representatives, Breakfast of Champions sponsorship, 2 Children's Museum Family Nights, and many donations to support our students and teachers throughout the year. We need to continue working on increasing parental involvement and PTA support. We look forward to allowing visitors and volunteers back on our campus once allowable.

#### Perceptions Strengths

Terrace has a positive and collaborative school climate. Teachers feel supported taking risks and trying new things. There is a positive relationship between the staff and administration. There were many increases in our staff survey in the areas of teacher efficacy and school climate pre Covid. We saw increases in almost all areas of Panorama when



administered to students in grades 3 -5 in May of 2021 despite the interruptions and challenges of Covid. Several SBISD employees and campus employees send their children to our school. Terrace has a positive reputation of being a small neighborhood school with incredibly dedicated staff members. We have worked to create a shared vision, mission, and set of core values. We have detemined faculty norms that keep us engaged in our work.

Low mobility rate leads to loyal and committed families.

Supportive PTA whose profits directly support student activities and school resources.

Active community - local businesses and community members have served on our Campus Improvement Team, PTA, and as volunteers.

Families choose to send their children to Terrace and request transfers.

# Priority Problem Statements

**Problem Statement 1:** 36% of all students performed at the Meets level on STAAR in reading.

**Root Cause 1:** Interrupted implementation of reading program and interventions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 35% of all students are performing at the Meets level on STAAR in math.

**Root Cause 2:** Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 52% of all 4th grade students performed at the Approaches level on the English Writing STAAR.

**Root Cause 3:** Interrupted implementation of consistent, sustainable, research based approach to writing instruction including grammar K-5.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 32% of all 5th grade students performed at the Meets level on Science STAAR.

**Root Cause 4:** Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading.

**Root Cause 5:** Consistent approach to vocabulary development and language supports.

**Problem Statement 5 Areas:** Student Learning

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Terrace Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Terrace Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 15 points at each performance level (approaches, meets, masters).

2020-21: Reading: 63 % (approaches), 36% (meets), 15% (masters); Math: 64% (approaches), 35% (meets), 16% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 69% (approaches), 35% (meets), 15% (masters); Math: 72% (approaches), 35% (meets), 15% (masters)

2017-18: Reading: 76% (approaches), 39% (meets), 13% (masters); Math: 74% (approaches), 41% (meets), 13% (masters)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Consistent implementation of the Teachers College Reading and Writing Project Units of Study in Reading, Writing, and Phonics. Funds may be used to purchase all materials, books, and resources for instruction as well as professional development, consultant fees, and substitutes.  <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by running records, STAAR, MAP, and local assessments. <b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches <b>Title I Schoolwide 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3, 5 <b>Funding Sources:</b> Webinars Teacher - 211 - Title I, Part A - 211.13.6499.000.122.30.0.000.FBG22 - \$5,000, Reading material - 211 - Title I, Part A - 211.11.6329.000.122.30.0.000.FBG22 - \$10,000, Webinars Admin - 211 - Title I, Part A - 211.23.6499.000.122.30.0.000.FBG22 - \$1,000	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, books, student consumable workbooks, small group instructional materials, professional books/resources, teacher materials and resources, as well as office supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and performance as measured by: MAP STAAR Local Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> other reading material professional - 211 - Title I, Part A - 211.13.6329.000.122.30.0.000.FBG22 - \$1,000, Materials and Supplies - 199 PIC 11 - Instructional Services - 199.11.6399.000.122.11.0.122 - \$14,000, misc. operating expenses - 199 PIC 11 - Instructional Services - 199.11.6499.000.122.11.0.122 - \$200, Materials and supplies - 211 - Title I, Part A - 211.11.6399.000.122.30.0.000.FBG22 - \$2,895, Teacher books - 199 PIC 99 - Undistributed - 199.13.6329.000.122.99.0.122 - \$1,000, Misc. Contract Services - printing - 199 PIC 11 - Instructional Services - 199.11.6299.000.122.11.0.122 - \$500, Student books - 199 PIC 11 - Instructional Services - 199.11.6329.000.122.11.0.122 - \$2,180</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Data Driven Instruction and Intervention (RTI) Plan using district Common Formative Assessments and Priority Standard Assessments to monitor progress and plan for intervention/accelerations.</p> <p><b>Strategy's Expected Result/Impact:</b> Data driven instruction and targeted interventions that will result in increased student performance and teacher team collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of math workshop where students will learn to set goals, track their progress, and be provided with personalized instructional experiences through blended learning and flexible groups. <b>Strategy's Expected Result/Impact:</b> Increase student performance and growth as measured by MAP, STAAR, and Local assessment data. <b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches <b>Title I Schoolwide 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide full time campus based instructional specialist to support curriculum and instruction. <b>Strategy's Expected Result/Impact:</b> Increase student performance and growth as measured by MAP, STAAR, and Local assessment data. <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Monitor progress of students failing to meet grade level expectations in the previous academic year and provide intervention through flexible groups, after school tutorials, and RTI time within the school day. <b>Strategy's Expected Result/Impact:</b> Ensure and accelerate growth for students as measured by STAAR, MAP, and local assessment data. <b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches CAIS <b>Title I Schoolwide 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 5	Formative		
	Oct	Jan	Apr

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Recruit and retain highly qualified teachers through participation in district recruitment events and the implementation of a New Teacher Mentor Program. Campus hiring team meets annually to update our interview process so that it is rigorous and provides opportunities for the team to view candidates in a variety of settings and situations. New Teachers are provided with a campus mentor for the year with whom they are expected to meet at least once per month. New teachers will meet monthly with a Lead Mentor and administration as well as participate in new teacher professional development opportunities. <b>Strategy's Expected Result/Impact:</b> Maintain steady teacher retention rates of highly qualified staff. Increase in staff survey results as measured by Panorama. Continuous improvement of student performance as measured by state and local assessments. <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Oct	Jan	Apr

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 36% of all students performed at the Meets level on STAAR in reading. <b>Root Cause:</b> Interrupted implementation of reading program and interventions. <b>Problem Statement 2:</b> 35% of all students are performing at the Meets level on STAAR in math. <b>Root Cause:</b> Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills. <b>Problem Statement 3:</b> 52% of all 4th grade students performed at the Approaches level on the English Writing STAAR. <b>Root Cause:</b> Interrupted implementation of consistent, sustainable, research based approach to writing instruction including grammar K-5. <b>Problem Statement 4:</b> 32% of all 5th grade students performed at the Meets level on Science STAAR. <b>Root Cause:</b> Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences. <b>Problem Statement 5:</b> Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. <b>Root Cause:</b> Consistent approach to vocabulary development and language supports.



**Goal 1: STUDENT ACHIEVEMENT.** Every Terrace Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2022, Terrace Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 30 percentage points or  $\geq$  to 85%.





2020-21: Kindergarten 57% On Grade Level or Above Grade Level; 1st Grade: 69% On Grade Level or Above Grade Level; 2nd Grade: 54 % On Grade Level or Above Grade Level

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide a full time and part time intervention specialist to support RTI, remediation, and accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Decrease % of students reading below grade level as measured by running records and decrease % of students performing below average as measured on MAP math. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 5 <b>Funding Sources:</b> Medicare - 211 - Title I, Part A - 211.11.6141.000.122.30.0.000.FBG22 - \$1,565, Employer Contribution - 211 - Title I, Part A - 211.11.6142.000.122.30.0.000.FBG22 - \$3,600, Worker Comp. - 211 - Title I, Part A - 211.11.6143.000.122.30.0.000.FBG22 - \$689, Professional Salary - 211 - Title I, Part A - 211.11.6119.000.122.30.0.000.FBG22 - \$107,909, TRS - 211 - Title I, Part A - 211.11.6146.000.122.30.0.000.FBG22 - \$12,145	Formative		
	Oct	Jan	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 36% of all students performed at the Meets level on STAAR in reading. <b>Root Cause:</b> Interrupted implementation of reading program and interventions. <b>Problem Statement 2:</b> 35% of all students are performing at the Meets level on STAAR in math. <b>Root Cause:</b> Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills. <b>Problem Statement 5:</b> Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. <b>Root Cause:</b> Consistent approach to vocabulary development and language supports.

**Goal 1: STUDENT ACHIEVEMENT.** Every Terrace Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: GAP-CLOSING:** By June 2022, Terrace Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.





2020-21: English Learners 36%; non-English Learners 39%

2019-20: Not Rated due to COVID

**Targeted or ESF High Priority**

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide supplemental State Comp Ed funds and supports for students identified as At Risk by way of tutoring, small group instruction, intervention, and acceleration. Funds will be used to fund a part time tutor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance and ensure growth as measured by STAAR, MAP, and Local Assessment results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches Teachers</p> <p><b>Title I Schoolwide 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> tutor medicare - 199 PIC 30 - At Risk School Wide SCE - 199.11.6141.000.122.30.0.122 - \$100, Teacher Prof. Salary - 199 PIC 30 - At Risk School Wide SCE - 199.11.6119.000.122.30.0.122 - \$5,730, tutor workers comp. - 199 PIC 30 - At Risk School Wide SCE - 199.11.6143.000.122.30.0.122 - \$50</p>	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implementation of a STEAM studio so that students can experience problem solving challenges, create and build, aligned to science, technology, engineering, art, and math. Teacher and community will support the creation and upkeep of the space and challenges. <b>Strategy's Expected Result/Impact:</b> Increase student performance as measured by state and local assessments. Increase student connectedness as measured by Panorama. <b>Staff Responsible for Monitoring:</b> Principal Teachers Instructional Coaches Team leaders <b>Title I Schoolwide 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4, 5	Formative		
	Oct	Jan	Apr
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> 36% of all students performed at the Meets level on STAAR in reading. <b>Root Cause:</b> Interrupted implementation of reading program and interventions.</p> <p><b>Problem Statement 2:</b> 35% of all students are performing at the Meets level on STAAR in math. <b>Root Cause:</b> Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.</p> <p><b>Problem Statement 3:</b> 52% of all 4th grade students performed at the Approaches level on the English Writing STAAR. <b>Root Cause:</b> Interrupted implementation of consistent, sustainable, research based approach to writing instruction including grammar K-5.</p> <p><b>Problem Statement 4:</b> 32% of all 5th grade students performed at the Meets level on Science STAAR. <b>Root Cause:</b> Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.</p> <p><b>Problem Statement 5:</b> Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. <b>Root Cause:</b> Consistent approach to vocabulary development and language supports.</p>

**Goal 1: STUDENT ACHIEVEMENT.** Every Terrace Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH:** By June 2021, Terrace Elementary School will decrease the number of students who scored below average (40% or below) on MAP Math in 1st and 2nd grade by 50%

2020-21: Reading - 46% met CGI; Math - 50% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 59% met CGI; Math - 63% met CGI

2017-18: Reading - 49% met CGI; Math - 62% met CGI

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide opportunities for teachers to improve their practice and ensure targeted, personalized instruction by attending professional development and work collaboratively as a Professional Learning Community. <b>Strategy's Expected Result/Impact:</b> Increase student performance as measured by state and local assessments. Increase teacher collaboration and efficacy as measured by Panorama. <b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches Team Leaders <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5 <b>Funding Sources:</b> Substitutes- support staff PD - 199 PIC 11 - Instructional Services - 199.11.6122.000.122.11.0.122 - \$375, Admin Travel - 199 PIC 99 - Undistributed - 199.23.6411.000.122.99.0.122 - \$1,000, Medicare support staff PE - 199 PIC 11 - Instructional Services - 199.11.6141.000.122.11.0.122 - \$10, Misc. Contract Services - printing - 199 PIC 99 - Undistributed - 199.23.6299.000.122.99.0.122 - \$100, Materials and Supplies - admin - 199 PIC 99 - Undistributed - 199.23.6399.000.122.99.0.122 - \$300, Teacher Travel - 199 PIC 99 - Undistributed - 199.13.6411.000.122.99.0.122 - \$1,000, Workers Comp support staff PE - 199 PIC 11 - Instructional Services - 199.11.6143.000.122.11.0.122 - \$5, Substitutes - 211 - Title I, Part A - 211.11.6112.000.122.30.0.000.FBG22 - \$10,000, Misc. Oper Expenses - snacks - 199 PIC 99 - Undistributed - 199.23.6499.000.122.99.0.122 - \$300, Medicare - subs - 211 - Title I, Part A - 211.11.6141.000.122.30.0.000.FBG21 - \$145, Region IV admin - 199 PIC 99 - Undistributed - 199.23.6239.000.122.99.0.122 - \$50, Workers Comp - 211 - Title I, Part A - 211.11.6143.000.122.30.0.000.FBG21 - \$64	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure that our learning commons has adequate and appropriate books, materials, resources, and technology to support and enhance learning for all students. <b>Strategy's Expected Result/Impact:</b> Surveys Library Schedule <b>Staff Responsible for Monitoring:</b> Principal Librarian <b>Title I Schoolwide 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 5 <b>Funding Sources:</b> Library reading materials - 199 PIC 99 - Undistributed - 199.12.6329.000.122.99.0.122 - \$4,000, Library Supplies - 199 PIC 99 - Undistributed - 199.12.6399.000.122.99.0.122 - \$200	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide adequate technology devices in each classroom and software to support personalized blended learning. <b>Strategy's Expected Result/Impact:</b> MAP growth STAAR Local assessment data <b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coaches <b>Title I Schoolwide 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 4, 5 <b>Funding Sources:</b> Software - 199 PIC 11 - Instructional Services - 199.11.6397.000.122.11.122 - \$2,500, Software - 199 PIC 11 - Instructional Services - 199.11.6397.000.122.11.0.122	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Education- Evaluate the performance and growth of students with disabilities relative to ARD committee recommendations and predictions to ensure progress and Least Restrictive Environment (LRE). We will do this by:</p> <ul style="list-style-type: none"> <li>-Reviewing assessment data to evaluate progress and make recommendations.</li> <li>- Campus teams monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.</li> <li>- Case manager meets with each teacher who is responsible for implementing an IEP at the beginning of the year to review plan and accommodations.</li> <li>- Case manager provides update to each teacher if changes are made to the students IEP.</li> <li>-Purchase any materials and supplies that may be needed to support students and teachers.</li> <li>- Provide professional development to support inclusive programming for students with disabilities.</li> <li>-Implement levels of support based on student need.</li> <li>- Ensure Life Skills students will be included with the same age peers as determined by the ARD.</li> <li>- AIM students will be included with the same age peers as determined by the ARD.</li> <li>-Monitor LRE ratio and student needs through student progress reports, staffings, and ARDs.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> STAAR Alt Progress Reports Special Education data and records</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Education Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5</p> <p><b>Funding Sources:</b> Sped Supplies - 199 PIC 23 - Special Education - 199.11.6399.000.122.23.0.122 - \$380, sub workers comp - 199 PIC 23 - Special Education - 199.11.6143.000.122.23.0.122 - \$20, sub medicare - 199 PIC 23 - Special Education - 199.11.6141.000.122.23.0.122 - \$40, Sped substitutes - 199 PIC 23 - Special Education - 199.11.6122.000.122.23.0.122 - \$2,000</p>	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. GT Coordinator, Planned Experiences Coordinator, and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers. Primary gifted students will have an opportunity to meet with PGP teacher at least once a week. Intermediate gifted students will attend Bendwood once a week, and all GT identified students will be placed with a GT certified teacher. Any teacher who has GT students assigned will meet all PD requirements for the year. <b>Strategy's Expected Result/Impact:</b> Ensure growth of all students as measured by state and local assessments. Increase school connectedness as measured by Panorama. <b>Staff Responsible for Monitoring:</b> Principal Campus GT coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3, 4	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Terrace will implement an Action Based Learning for primary grade levels. <b>Strategy's Expected Result/Impact:</b> Increase in student performance as measured by local assessments. <b>Staff Responsible for Monitoring:</b> Principal Primary Teachers Counselor <b>Title I Schoolwide 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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 5	Formative		
	Oct	Jan	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

#### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 36% of all students performed at the Meets level on STAAR in reading. <b>Root Cause:</b> Interrupted implementation of reading program and interventions.
<b>Problem Statement 2:</b> 35% of all students are performing at the Meets level on STAAR in math. <b>Root Cause:</b> Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills.
<b>Problem Statement 3:</b> 52% of all 4th grade students performed at the Approaches level on the English Writing STAAR. <b>Root Cause:</b> Interrupted implementation of consistent, sustainable, research based approach to writing instruction including grammar K-5.
<b>Problem Statement 4:</b> 32% of all 5th grade students performed at the Meets level on Science STAAR. <b>Root Cause:</b> Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences.

<b>Student Learning</b>
<b>Problem Statement 5:</b> Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. <b>Root Cause:</b> Consistent approach to vocabulary development and language supports.



**Goal 1: STUDENT ACHIEVEMENT.** Every Terrace Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or  $\geq 80\%$ .

2020-21: TELPAS Progress Rate 72%

2019-20: Not Rated due to COVID

**Targeted or ESF High Priority**

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Ensure consistent implementation of the bilingual One Way Dual Language model in our bilingual classrooms. <b>Strategy's Expected Result/Impact:</b> Student performance growth as measured by: MAP Reading Levels STAAR CFA data <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 4, 5	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide part time tutor to support intervention and acceleration. <b>Strategy's Expected Result/Impact:</b> Student performance growth as measured by: MAP	Formative		
	Oct	Jan	Apr

Reading Levels STAAR CFA data <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 2, 5 <b>Funding Sources:</b> tutor Workers Comp. - 199 PIC 25 - ESL/Bilingual - 199.11.6143.000.122.25.0.122 - \$20, Teacher Prof. Salary - 199 PIC 25 - ESL/Bilingual - 199.11.6119.000.122.25.0.122 - \$2,995, tutor Medicare - 199 PIC 25 - ESL/Bilingual - 199.11.6141.000.122.25.0.122 - \$25			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 5 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 36% of all students performed at the Meets level on STAAR in reading. <b>Root Cause:</b> Interrupted implementation of reading program and interventions. <b>Problem Statement 2:</b> 35% of all students are performing at the Meets level on STAAR in math. <b>Root Cause:</b> Inconsistent implementation of rigorous data driven math instruction and intervention. Lack of foundational numeracy skills. <b>Problem Statement 4:</b> 32% of all 5th grade students performed at the Meets level on Science STAAR. <b>Root Cause:</b> Significant % of students reading below grade level by 5th grade and in need of vocabulary development with hands on experiences. <b>Problem Statement 5:</b> Economically Disadvantaged students are performing 5% points below all students at the Meets level in reading. <b>Root Cause:</b> Consistent approach to vocabulary development and language supports.

**Goal 2: STUDENT SUPPORT.** Every Terrace Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022 the % of Terrace Elementary School students who feel connected as both individuals and learners will increase by at least 3 points.

2020-21: 79% School Connectedness  
 2019-20: Not Rated due to COVID  
 2018-19: 73% School Connectedness  
 2017-18: 72% School Connectedness





**Evaluation Data Sources:** Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Every classroom will participate in 10 minutes of Family Time focused on character building and empathy. <b>Strategy's Expected Result/Impact:</b> Increase in school connectedness as measured by Panorama survey. <b>Staff Responsible for Monitoring:</b> Principal AP Counselor <b>Title I Schoolwide 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Terrace will implement positive behavior support strategies to support a positive strong student culture. This will include campus wide expectations, procedures, and routines for all common areas. <b>Strategy's Expected Result/Impact:</b> Increase in school connectedness as measured by Panorama Survey. Maintain low incident number in Skyward Discipline Data. <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Terrace staff and students will participate in a variety of events to celebrate and support a positive, inclusive school culture and climate such as our First Responders Parade, Positive Choices week, Gen Tx, Book Character Day, and other cultural celebrations and festivals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school connectedness as measured by Panorama.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor CIS Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, support student achievement, and help to prevent violence, drugs, and bullying. Including but not limited to curriculum nights, Back to School Night, STAAR info sessions, Kinder Round up, grade level parent meetings, teacher conferences, Principal coffees. Funds will be used for operating expenses, snacks, books for family nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and parental engagement and involvement as measured by local and state assessments and surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP CIT ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499.000.122.30.0.000.FBG22 - \$576, Extra duty paraprofessional - 211 - Title I, Part A - 211.61.6399.000.122.30.0.000.FBG22 - \$1, materials and supplies - 211 - Title I, Part A - 211.61.6399.000.122.30.0.000.FBG22 - \$500, Extra duty professional - 211 - Title I, Part A - 211.61.6399.000.122.30.0.000.FBG22 - \$1</p>	Formative		
	Oct	Jan	Apr

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide Title I Annual Meeting to share information and updates about the following: *school and curriculum *state accountability and campus goals *parent rights *School Report Card *Title I information, policies, and participation The Title I annual meeting will be held in September. Invitation and meeting information is posted on our marquee, shared via school messenger call out, email blasts, texts, campus newsletters, and paper flyers. <b>Strategy's Expected Result/Impact:</b> Increased attendance at meeting. Increased parental engagement as measured by Panorama Survey. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Misc. Contract Services - translation - 211 - Title I, Part A - 211.61.6299.000.122.30.0.000.FBG22 - \$500	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. Campus Improvement Team meeting held in August to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September. <b>Strategy's Expected Result/Impact:</b> Increase school connectedness, parental engagement and involvement as measured by Panorama survey. <b>Staff Responsible for Monitoring:</b> Principal CIT <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Implement Coordinated School Health Committee to ensure that students participate in the school's required physical activities as well as provide additional wellness opportunities for our families.</p> <p>Activities include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Kids Heart Challenge</li> <li>-Fitness Gram</li> <li>- First Tee Program (golf)</li> <li>- Girls on the Run</li> <li>- Western Night/International Night 4th grade</li> <li>- Human Growth and Development</li> <li>- Family Health and Fitness Fair</li> <li>- Faculty &amp; staff Wellness Flu shots</li> <li>- Marathon Kids</li> <li>- 5th Grade Track and Field event</li> <li>- Skatetime 3rd -5th in-line skating</li> <li>- Electives</li> </ul> <p>Funds used to support clinic supplies and materials for student wellness and care.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in our wellness events. Increase school connectedness as measured by Panorama survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CSHAC committee Health Ambassador</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.122.99.0.122 - \$750</p>	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Promote parent and community involvement through the collaboration with Communities in Schools. We will develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* volunteer recruitment</li> <li>* volunteer training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in school connectedness, parental and community engagement as measured by Panorama. Increase in campus volunteers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide a Communities in Schools team that will collaborate with Community Youth Services to provide support, resources, training, and counseling to our families in need including those identified as homeless, migrant, economically disadvantaged, at risk, or truant. <b>Strategy's Expected Result/Impact:</b> Increase school attendance, school connectedness, and parental engagement. <b>Staff Responsible for Monitoring:</b> Principal CIS team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2: STUDENT SUPPORT.** Every Terrace Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implementation of Character Strong curriculum to support guidance and counseling lessons. <b>Strategy's Expected Result/Impact:</b> Increase school connectedness as measured by Panorama survey. Maintain low incident numbers in Skyward Discipline data. <b>Staff Responsible for Monitoring:</b> Principal AP Counselor CIS <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Passion Projects, Safety Patrols, Library Helpers, Marathon kids, Ensemble, Girls on the Run, and participation in No Place for Hate. Purchase materials and supplies to support behavior and social emotional initiatives. <b>Strategy's Expected Result/Impact:</b> Increase in school connectedness as measured by Panorama Survey. <b>Staff Responsible for Monitoring:</b> Principal AP Counselor CIS <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr







Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> CIS/Counselor Lunch Bunches - Students needing additional SEL support will be invited to participate in Lunch Bunches with the Counselor or Communities in School staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers. This will help prevent future negative outlets such as bullying, drug use, gang involvement, or dropping out. <b>Strategy's Expected Result/Impact:</b> Increase in school connectedness as measured by Panorama Survey. Maintain low incident numbers in Skyward Discipline data. Increase student attendance. <b>Staff Responsible for Monitoring:</b> Principal Counselor CIS <b>Title I Schoolwide Elements:</b> 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	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of Houston Achievement Place Project Class so that students will have the necessary social skills needed to fully access the curriculum in class and be respectful citizens in life. This will include training for any new teachers in August. <b>Strategy's Expected Result/Impact:</b> Maintain low incident numbers in Skyward discipline data. Increase school connectedness as measured by Panorama survey <b>Staff Responsible for Monitoring:</b> Principal AP Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Apr
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.





**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. <b>Staff Responsible for Monitoring:</b> Principal AP <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit. <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Principal AP Safety Committee	Formative		
	Oct	Jan	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.





**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. <b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Jan	Apr
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4: FISCAL RESPONSIBILITY.** Terrace Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant <b>Title I Schoolwide Elements:</b> 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	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide opportunities for our administrative office staff to attend trainings and professional development in support of our systems and structures. <b>Strategy's Expected Result/Impact:</b> Accurate records and sustainable effective systems. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Substitutes- support staff - 199 PIC 99 - Undistributed - 199.23.6122.000.122.99.0.122 - \$535, medicare - 199 PIC 99 - Undistributed - 199.23.6141.000.122.99.0.122 - \$10, workers comp - 199 PIC 99 - Undistributed - 199.23.6143.000.122.99.0.122 - \$5, TRS - 199 PIC 99 - Undistributed - 199.23.6146.000.122.99.0.122 - \$10	Formative		
	Oct	Jan	Apr
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Supplies	199.11.6399.000.122.11.0.122	\$14,000.00
1	1	2	misc. operating expenses	199.11.6499.000.122.11.0.122	\$200.00
1	1	2	Misc. Contract Services - printing	199.11.6299.000.122.11.0.122	\$500.00
1	1	2	Student books	199.11.6329.000.122.11.0.122	\$2,180.00
1	4	1	Substitutes- support staff PD	199.11.6122.000.122.11.0.122	\$375.00
1	4	1	Medicare support staff PE	199.11.6141.000.122.11.0.122	\$10.00
1	4	1	Workers Comp support staff PE	199.11.6143.000.122.11.0.122	\$5.00
1	4	3	Software	199.11.6397.000.122.11.122	\$2,500.00
1	4	3	Software	199.11.6397.000.122.11.0.122	\$0.00
Sub-Total					\$19,770.00
Budgeted Fund Source Amount					\$19,770.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Sped Supplies	199.11.6399.000.122.23.0.122	\$380.00
1	4	4	sub workers comp	199.11.6143.000.122.23.0.122	\$20.00
1	4	4	sub medicare	199.11.6141.000.122.23.0.122	\$40.00
1	4	4	Sped substitutes	199.11.6122.000.122.23.0.122	\$2,000.00
Sub-Total					\$2,440.00
Budgeted Fund Source Amount					\$2,440.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	tutor Workers Comp.	199.11.6143.000.122.25.0.122	\$20.00
1	5	2	Teacher Prof. Salary	199.11.6119.000.122.25.0.122	\$2,995.00
1	5	2	tutor Medicare	199.11.6141.000.122.25.0.122	\$25.00
Sub-Total					\$3,040.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$3,040.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	tutor medicare	199.11.6141.000.122.30.0.122	\$100.00
1	3	1	Teacher Prof. Salary	199.11.6119.000.122.30.0.122	\$5,730.00
1	3	1	tutor workers comp.	199.11.6143.000.122.30.0.122	\$50.00
Sub-Total					\$5,880.00
Budgeted Fund Source Amount					\$5,880.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher books	199.13.6329.000.122.99.0.122	\$1,000.00
1	4	1	Admin Travel	199.23.6411.000.122.99.0.122	\$1,000.00
1	4	1	Misc. Contract Services - printing	199.23.6299.000.122.99.0.122	\$100.00
1	4	1	Materials and Supplies - admin	199.23.6399.000.122.99.0.122	\$300.00
1	4	1	Teacher Travel	199.13.6411.000.122.99.0.122	\$1,000.00
1	4	1	Misc. Oper Expenses - snacks	199.23.6499.000.122.99.0.122	\$300.00
1	4	1	Region IV admin	199.23.6239.000.122.99.0.122	\$50.00
1	4	2	Library reading materials	199.12.6329.000.122.99.0.122	\$4,000.00
1	4	2	Library Supplies	199.12.6399.000.122.99.0.122	\$200.00
2	1	7	Clinic supplies	199.33.6399.000.122.99.0.122	\$750.00
4	1	2	Substitutes- support staff	199.23.6122.000.122.99.0.122	\$535.00
4	1	2	medicare	199.23.6141.000.122.99.0.122	\$10.00
4	1	2	workers comp	199.23.6143.000.122.99.0.122	\$5.00
4	1	2	TRS	199.23.6146.000.122.99.0.122	\$10.00
Sub-Total					\$9,260.00
Budgeted Fund Source Amount					\$9,260.00
+/- Difference					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Webinars Teacher	211.13.6499.000.122.30.0.000.FBG22	\$5,000.00
1	1	1	Reading material	211.11.6329.000.122.30.0.000.FBG22	\$10,000.00
1	1	1	Webinars Admin	211.23.6499.000.122.30.0.000.FBG22	\$1,000.00
1	1	2	other reading material professional	211.13.6329.000.122.30.0.000.FBG22	\$1,000.00
1	1	2	Materials and supplies	211.11.6399.000.122.30.0.000.FBG22	\$2,895.00
1	2	1	Medicare	211.11.6141.000.122.30.0.000.FBG22	\$1,565.00
1	2	1	Employer Contribution	211.11.6142.000.122.30.0.000.FBG22	\$3,600.00
1	2	1	Worker Comp.	211.11.6143.000.122.30.0.000.FBG22	\$689.00
1	2	1	Professional Salary	211.11.6119.000.122.30.0.000.FBG22	\$107,909.00
1	2	1	TRS	211.11.6146.000.122.30.0.000.FBG22	\$12,145.00
1	4	1	Substitutes	211.11.6112.000.122.30.0.000.FBG22	\$10,000.00
1	4	1	Medicare - subs	211.11.6141.000.122.30.0.000.FBG21	\$145.00
1	4	1	Workers Comp	211.11.6143.000.122.30.0.000.FBG21	\$64.00
2	1	4	Misc. Operating Expenses	211.61.6499.000.122.30.0.000.FBG22	\$576.00
2	1	4	Extra duty paraprofessional	211.61.6399.000.122.30.0.000.FBG22	\$1.00
2	1	4	materials and supplies	211.61.6399.000.122.30.0.000.FBG22	\$500.00
2	1	4	Extra duty professional	211.61.6399.000.122.30.0.000.FBG22	\$1.00
2	1	5	Misc. Contract Services - translation	211.61.6299.000.122.30.0.000.FBG22	\$500.00
Sub-Total					\$157,590.00
Budgeted Fund Source Amount					\$157,590.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,500.00
+/- Difference					\$40,500.00
Grand Total					\$197,980.00

# Addendums