

# **Mount Vernon Independent School District**

## **Mount Vernon Elementary**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Mathematics

# Mission Statement

The Mount Vernon Independent School District, in its uncompromising commitment to academic excellence, and in partnership with parents, community, faculty, and staff, will secure for every student an exceptional academic program that helps each student: 1) Become a lifelong learner. 2) Be committed to responsible citizenship, provide service to others and practice ethical attitudes, beliefs, and behaviors. 3) Maximize his/her learning potential. 4) Develop intellectually, emotionally, socially, and physically. 5) Become productive and cooperative members of the world through technology.

# Vision

The vision of MVISD is excellence in every area; as a result, our expectations of each other must be high. The staff will partner with the community and parents to provide each student a diverse education in a safe, supportive environment that instills self discipline, motivation and excellence in learning. We will inspire, challenge and expect our students to view standardized academic knowledge as merely the beginning of a quality education. Therefore, the instruction at MVISD will demand excellence and the staff will be professional and purposeful. The experience of learning will be motivating, and the young men and women who walk across the graduation stage each year will be thoughtful, self-sufficient adults prepared for success in a global community.

# Comprehensive Needs Assessment

## Needs Assessment Overview

A comprehensive needs assessment will be conducted by the campus site based committee to identify educational strengths and weaknesses in student performance, curriculum (including alignment), parental involvement, and the campus facility (including physical structure and campus climate). A variety of qualitative and quantitative data sources will be used.

# Demographics

## Demographics Summary

Mt. Vernon Elementary is a Pre-K-4th grade Title I campus in Mt. Vernon ISD located in Mt. Vernon, Texas. Mount Vernon is the county seat of Franklin County, Texas in the northeastern part of the state of Texas. Mt. Vernon ISD is the sole district serving Franklin County and its residents. Student enrollment at the Elementary campus has decreased for the past two years. For the past two years, enrollment has decreased from 695 students to 669 students in 2016-2017 to a current enrollment of 637 students.

Student demographics for the campus are: 4.7% African American, 28% Hispanic, 62% White, .01% American Indian, .9% Asian, 0% Pacific Islander, and 4.7% identify as two or more races. 43% of the student population is considered At-Risk and 63% are Economically Disadvantaged. 16% of the students at Mt. Vernon Elementary are LEP (Limited English Proficient), 9.1% of students are served by Special Education services, 4.9% are served by 504 program services, 4.4% of the student population qualify as Dyslexic and receive instruction from a Dyslexia Specialist. 3.4% of the student population is considered Homeless, .6% is considered Migrant, and .6% of the total student population has been displaced by Hurricane Harvey.

The campus mobility rate is 11.8%, which is below the state average of 16.5%. Attendance rates have remained steady over the last three years, averaging between 96 and 97%. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

While the federal mandate for highly qualified requirements has now expired, Mt. Vernon Elementary School continues to place a high priority in employing a high-quality, talented staff. Twelve new teachers have been hired for the new school year. Ten of the new hires are experienced in the grade level and/or subject area they are assigned to teach. The Elementary campus frequently has new employees due to teacher retirement, difficulty in hiring and keeping bilingual teachers, and teacher lifestyle changes (relocation to another area or leaving the teaching profession).

Mt. Vernon Elementary school employs 38 general education teachers, 3 special education teachers, 1 speech pathologist, 1 certified PE teacher, 1 certified Music teacher, 2 intervention/support teachers, 1 certified counselor, 1 registered nurse, and 22 paraprofessionals/support staff. Of the 38 general education teachers, 4 are bilingual certified. Of the 20 paraprofessionals/support staff, 9 are bilingual.

## Demographics Strengths

Mt. Vernon Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area or request transfer to the district just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. Students at Mt. Vernon Elementary are very accepting of new students regardless of race or ethnicity.
3. There is a sense of unity, support, and a child-centered focus at Mt. Vernon Elementary. The administrative and instructional staff are open and

willing to try new techniques and methods of instructional support.

4. The Dual Language program has helped involve more Hispanic families with increased activities.
5. Letters and school communications are sent home in both Spanish and English.
6. To support our families and community, the Elementary office staff is bilingual in English and Spanish.

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

**Problem Statement 1:** ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. **Root Cause:** The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.

**Problem Statement 2:** STAAR Writing scores have decreased for the past two years. **Root Cause:** Changes in the STAAR Writing assessment as well as a lack of continuous and consistent instruction across all content areas has led to a decrease in STAAR Writing scores.

**Problem Statement 3:** Hispanic, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause:** Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.

**Problem Statement 4:** Overall student attendance did not meet the goal of 75% campus-wide. **Root Cause:** Students do not understand the correlation between good attendance and successful academic performance.

**Problem Statement 5:** Campus-wide student attendance is impacted heavily by Pre-K and Kindergarten attendance percentages. **Root Cause:** Communication of importance of attendance in lower grades and exposure to new germs and illnesses.

## Student Academic Achievement

### Student Academic Achievement Summary

A comparison of STAAR scores at the All Students level show that the 2016 and 2017 scores have declined in all areas with the exception of Math. The largest change is in WRITING with a 13% decrease.

Grade/Subject Area	2017 Score	2016 Score
3rd Grade READING	68%	72%
3rd Grade MATH	78%	86%
4th Grade READING	62%	68%
4th Grade MATH	86%	82%
4th Grade WRITING	50%	62%

The 2017 STAAR scores include the new performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention.

2017 STAAR ALL STUDENTS	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance	DID NOT MEET Grade Level Performance
3 <sup>rd</sup> Math	78%	53%	26%	22%
4 <sup>th</sup> Math	86%	55%	32%	14%
3 <sup>rd</sup> Reading	68%	43%	28%	32%
4 <sup>th</sup> Reading	62%	38%	20%	38%
4 <sup>th</sup> Writing	50%	23%	7%	50%

### READING

Looking deeper, STAAR 2016 READING Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

<b>STAAR READING</b>		
	<b>2016</b>	<b>2017</b>
3 <sup>rd</sup> Grade	72%	68%
4 <sup>th</sup> Grade	68%	62%

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups. In 4<sup>th</sup> grade, 33% SpEd and 65% non-SpEd scored Approaches. In 3<sup>rd</sup> grade, 0% SpEd and 71% non-SpEd scored Approaches.
- In 4th grade, Hispanic and African American scores are lower than the campus average. 38% Hispanic and 40% African American 4<sup>th</sup> graders scored Approaches while 75% White scored Approaches.
- Economically Disadvantaged (ECD) scores are lower than non-ECD scores in the 4th Grade. The greatest variance is in 4<sup>th</sup> grade with 56% ECD scoring Approaches vs. 72% non-ECD scoring Approaches.
- Limited English Proficient (LEP) scores are consistently low at both grade levels. 40% of 3rd grade vs. 72% non-LEP and 27% of 4th grade students scored Approaches vs. 67% non-LEP.
- Teachers' observations reveal slightly higher performance in class for ELL students as compared with the STAAR data. This is probably due to instructional strategies that cannot be implemented during testing.

The most significant finding(s) during the analysis of all READING academic achievement data is within the subgroups reporting significant differences in the categories of Special Education, LEP, and Economically Disadvantaged students.

## **MATH**

STAAR 2016 MATH Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

<b>STAAR MATH</b>		
	<b>2016</b>	<b>2017</b>
3 <sup>rd</sup> Grade	86	78
4 <sup>th</sup> Grade	83	86

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The largest gap between student groups is between the African American scores and White scores. 80% African Americans scored Approaches and 90% White scored Approaches in 4<sup>th</sup> grade and 50% African Americans scored Approaches and 81% White scored Approaches in 3rd grade.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 17% of 3rd grade SpEd scored Approaches vs. 81% non-SpEd, and in 4<sup>th</sup> grade, 20% SpEd scored Approaches vs. 92% non-SpEd.
- Economically Disadvantaged (ECD) students scored lower than non-ECD students. The greatest variance is in 4<sup>th</sup> grade with 79% ECD scoring Approaches vs. 95% non-ECD.
- LEP scores are significantly lower in the 4th grade. 69% of 4th grade LEP students scored Approaches vs. 88 non-LEP. 3rd grade scores report non-LEP students scoring lower than LEP students: 78% non-LEP scored Approaches vs. 81% LEP. LEP students scored better in MATH than they did in READING.
- The campus-based assessment scores for each student group predicted slightly higher 3rd grade MATH scores, but are consistent with the STAAR data for 4th.
- Teachers' observations and classroom grades are consistent with the STAAR data.

The most significant finding(s) during the analysis of all MATH academic achievement data is in the area of Special Education vs. non-SpEd students.

## WRITING

STAAR 2016 MATH Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR WRITING		
	2016	2017
4 <sup>th</sup> Grade	62	50

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- The largest gap between student groups is between the Hispanic scores and White scores. 27% of Hispanics scored Approaches and 63% White scored Approaches.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 10% of 4th grade SpEd scored Approaches vs. 54% non-SpEd.
- Economically Disadvantaged (ECD) students scored lower than non-ECD students with 41% ECD scoring Approaches vs. 65% non-ECD.
- LEP scores are significantly lower. 17% of 4th grade LEP students scored Approaches vs. 55 non-LEP.
- Teachers' observations and classroom grades are not consistent with the STAAR data, as teachers felt that the students would score higher.

The most significant finding(s) during the analysis of all WRITING academic achievement data is in the area of Special Education students vs. non-SpEd students.



## Student Academic Achievement Strengths

Mt. Vernon Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Our campus is in the top quartile in our comparison group in Grades 3-4 STAAR Math, earning a Distinction Designation in this area.
- ELL students showed significant growth on STAAR math.
- Students track their own academic progress in grades 2-5.
- Benchmark and checkpoint assessments are used to reteach, form small group instruction and intervention, and prepare for classroom differentiated instruction.
- STAAR Math scores in both 3rd and 4th grades increased due to common and consistent planning between grade levels.
- Students in need of intervention services through RTI and/or 504 are being identified earlier with supporting data and documentation.
- Increase in the utilization of small-group instruction as an in-class support for struggling students.
- Small class sizes with low student to teacher ratios give teachers the ability to provide more rigorous instruction and focus on student need.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The number of students in need of intervention and additional help is greater than the personnel available to provide assistance. **Root Cause:** The reading and math interventionist positions at the Elementary campus were eliminated and the frequency of intervention and pull-out assistance for students is based on their availability.

**Problem Statement 2:** Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause:** There has been a high turnover in Special Education teachers over the past three years. Consistency in expectations, communications, and curriculum is needed. Special Education students have had four different Resource teachers in three years.

**Problem Statement 3:** ELL students have not performed as well as their peers on state assessments. **Root Cause:** There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

**Problem Statement 4:** Writing scores have fallen for the past two years according to STAAR data. **Root Cause:** Changes in the state assessment program in the area of Writing and also a lack of consistency at the campus level regarding procedures and implementation of Writing instruction have contributed to a decrease in progress.

**Problem Statement 5:** Struggling students such as students in the RTI program, Dyslexia program, LEP students, and below grade level need more targeted intervention and assistance to improve in core area instruction. **Root Cause:** The availability of intervention staff does not meet the number of students that need academic assistance.

**Problem Statement 6:** Students with excessive absences, tardies, or early leaves, particularly students in the lower grades, have difficulty keeping up at the pace of their peers and/or miss key information due to attendance factors. **Root Cause:** As students enter school for the first time, they are susceptible to many new germs which cause sickness.

## School Processes & Programs

### School Processes & Programs Summary

For the 2016-2017 school year, the campus chose to focus on the implementation of better campus-based common assessments (CBAs) in Reading/Language Arts and consistent implementation of the RtI process campus-wide. Professional development included training in iStation and iStation results to map out the specific skills and standards to be taught and assessed each six weeks as well as an introduction to the RtI process and Tier Levels of Intervention. PLCs within grade levels use data to design daily lessons and interventions.

During the 2017-2018 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2016-2017 will provide added information to help teachers increase the effectiveness of this school-wide process. Additionally, the campus will also seek training and information on the new interim assessments/checkpoints for math and reading and the formative assessment bank of questions being created by TEA. These are scheduled to be available in Spring 2018.

Teachers from each grade level worked this summer to implement stronger curriculum plans and lessons with rigor in all subject areas.

### School Processes & Programs Strengths

Mt. Vernon Elementary has identified the following strengths:

- A sense of family within the campus setting.
- An emphasis on student success.
- Strong community support.
- Small class sizes with a low student to teacher ratio
- Teachers who care deeply about students

Additional strengths include:

- The latest TAPR confirms that the number of Mt. Vernon Elementary teachers with 11-20 years experience (26.8%) is aligned with the state (27.3%).
- The TAPR also reveals that Mt. Vernon Elementary teachers' average teaching experience with the district (6.3%) is closely aligned with both district (7.7%) and state (7.3%).
- Benchmark and checkpoint assessments have been implemented to provide information and data for planning purposes.
- Instructional staff is utilizing available data and data disaggregation programs for planning purposes.

- Collaboration between grade level instructional teams working toward implementing curriculum with fidelity with the use of common planning periods.
- Technology is being implemented and used more as an instructional support for learning.
- Teachers participate in annual goal-setting and professional development toward an independent and team goal.
- Eduphoria suite of software provides a unified platform for curriculum, lesson planning, and assessment (data collection and disaggregation).
- Curriculum maps for ELAR have been developed and implemented in grades 1-4.

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

**Problem Statement 1:** A staff survey at the beginning of 2016-2017 indicated a strong need for better communication within the campus and district. **Root Cause:** Lack of consistency in structure, procedures, and leadership due to turnover within campus and district leadership.

**Problem Statement 2:** While the programming of the RTI program has been provided more structure and definition, the instructional personnel to provide intervention services is limited. **Root Cause:** Past interventionists executed this role in an administrative capacity, and the positions were eliminated. Interventionist positions need to be added at the Elementary level in both Reading and Math to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

**Problem Statement 3:** Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause:** Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

**Problem Statement 4:** Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause:** Although the programs are available, not all classrooms have adequate or functioning student computers to access the material and software. The three computer labs located in pods are in high demand with not enough time to allocate to the classrooms that need access.

**Problem Statement 5:** Structure for teacher goal setting, evaluation, feedback, and continuous support is needed for teachers to value the evaluation system. **Root Cause:** 2017-2018 is the second year of TTESS, and teachers are still learning the system and benefits.

**Problem Statement 6:** There are limited opportunities for advanced learners and GT students. **Root Cause:** Identification of giftedness, adequate training and professional development, lack of specialized personnel, and little differentiation for higher learners.

## Perceptions

### Perceptions Summary

In August 2016, a Campus Survey was given to all staff to assess the campus processes and programs. Survey results identified two school-wide processes needing improvement: (1) improve campus and staff communication, and (2) improve and build staff rapport.

For the 2016-2017 school year, a focus was placed on better communication at the campus level and the development of consistent processes and procedures. Professional development included a process for the RtI program. A campus committee focusing on staff morale and campus climate was developed: the FUN (Faculty Unity and Networking) Committee. PLCs and grade levels met regularly to review campus-based assessment data.

- All PLCs report strong skills for designing and implementing CBAs.
- Most PLCs feel their ability to review and revise the CBA before they write lesson plans significantly strengthens their instruction. One PLC reports their progress as developing.
- All teachers report that students are more engaged in instruction when it is aligned with performance-based assessments or when products and presentations are offered as final exams.
- Teachers continue to ask for additional strategies for consistently providing instruction at rigorous levels.

During the 2017-2018 school year, the campus will look for ways to strengthen the assessment/data analysis/instructional planning process, continue building campus morale, and continue and emphasis on the improvement of communication. Additionally, the campus will also seek training and information on the new interim/checkpoint assessments in the areas of math and reading and the formative assessment bank of questions being created by TEA. These are scheduled to be available in Spring 2018.

Additional information from the August 2016 Campus Self-Assessment Survey include:

- A need for improved instruction in Reading and Writing.
- The need for the faculty to continue to cooperate, unite, and collaborate and add .

### Perceptions Strengths

Mt. Vernon Elementary celebrates these strengths:

- Many opportunities for community involvement: Meet the Teacher, Grade Level Parent Meetings, Dad's Night, Open House, Turkey Trot, Turkey Bowl, Thanksgiving Meal, Family Olympics. Class field trips, class parties, and special projects are also offered to students and families.
- Supportive, active PTO

- Supportive community that wants the school to be successful.
- Multiple means of communication: email, paper-based, website, automated calling program, communication apps (Bloomz, Remind, Class Dojo). Multiple resources and tools to provide information to parents keeps parents and families abreast of student progress, activities, and events.
- New additions to office staff welcome public and visitors in a positive manner and strive to project a positive atmosphere.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The process and procedures for addressing concerns and complaints often overrides the published policy regarding 'Chain of Command'. **Root Cause:** Concerns and/or complaints are often taken directly to central administration or the School Board which eliminates the opportunity to resolve issues at the campus level. Publishing concerns and complaints on social media (Facebook, Twitter) rather than addressing the complaint or concern with teachers or administration leads to inflammation of the situation rather than resolution.

**Problem Statement 2:** Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause:** Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

**Problem Statement 3:** Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause:** Lack of parent training in current instructional techniques and strategies.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

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

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

- Attendance data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate



## **Support Systems and Other Data**

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

# Goals

**Goal 1: Mount Vernon Elementary will create an innovative system of learning which will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/Language Arts.**

**Performance Objective 1:** By June 2018, the combined percentage of all students scoring Meets Grade Level on the STAAR will increase in all student populations in order to meet state and federal safeguard standards as measured by TEA results.

**Evaluation Data Source(s) 1:** Data from local and state assessments  
STAAR results

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy PBMAS</b> 1) Mt. Vernon Elementary will allocate funds (199 in addition to Title I) toward additional resources such as supplemental instructional software programs to engage and increase student learning in order to increase assessment scores for the 2017-2018 school year.	Lead Teachers Campus Administrators	Increase in student achievement and academics in the areas of Reading, Math, and Writing.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 5 Funding Sources: 211 - Title I, Part A - 11014.00					
2) Improve TEKS Resource System implementation and the development of locally designed Curriculum Maps in all core subject areas in order to increase the quality of learning time and learning needs of all students.	Classroom Teachers Lead Teachers Campus Administrators	Increase in student achievement and in quality of learning time in all core subject areas.				
	Problem Statements: Demographics 2 - Student Academic Achievement 4 - School Processes & Programs 3 Funding Sources: 211 - Title I, Part A - 0.00, 255 - Title II, Part A, TPTR - 0.00					
3) Mt. Vernon Elementary will develop and implement meaningful, varied checkpoint and campus-based assessments written in a format similar to state assessments to inform students and educators for continuous improvement and growth.	Classroom Teachers Lead Teachers Campus Administrators	Increase in Reading, Math, and Writing performance on STAAR.				
	Problem Statements: Student Academic Achievement 2, 3, 4, 5 - School Processes & Programs 2, 3, 4 Funding Sources: 199 - Local Funds - 2225.00					

<b>System Safeguard Strategy</b> <b>PBMAS</b> 4) Special programming, intervention, and related services will be provided to appropriately identified students such as Special Education, GT, 504, and ELL.	Classroom Teachers Lead Teachers Campus Administrators District Program Coordinators (SpEd, 504, GT, ELL)	Increase in state and local assessment scores, grades, and student achievement.				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 2, 3, 5 Funding Sources: 199 - State Compensatory Education (SCE) - 98201.00					
5) Use supplemental instructional programs such as iStation Reading & Math, Math Facts in a Flash, and Study Island to target specific objectives and evaluate progress.	Classroom Teachers Lead Teachers Campus Administration					
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 5 - School Processes & Programs 4 Funding Sources: 211 - Title I, Part A - 22956.00, 199 - State Compensatory Education (SCE) - 3540.00, 199 - Local Funds - 4242.80					
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 6) Disaggregate STAAR and local assessment data using Eduphoria to identify student academic need by objective.	Classroom Teachers Lead Teachers Campus Administration					
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 3, 4 Funding Sources: 199 - Local Funds - 1875.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 7) Provide tutorial assistance in the areas of Reading and Math for identified students after school.	Classroom Teachers Tutorial Personnel Campus Administration					
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 5 Funding Sources: 211 - Title I, Part A - 19500.00					
= Accomplished     = Continue/Modify     = Considerable     = Some Progress     = No Progress     = Discontinue						

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.
<b>Problem Statement 2:</b> STAAR Writing scores have decreased for the past two years. <b>Root Cause 2:</b> Changes in the STAAR Writing assessment as well as a lack of continuous and consistent instruction across all content areas has led to a decrease in STAAR Writing scores.

**Problem Statement 3:** Hispanic, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. **Root Cause 3:** Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.

### Student Academic Achievement

**Problem Statement 1:** The number of students in need of intervention and additional help is greater than the personnel available to provide assistance. **Root Cause 1:** The reading and math interventionist positions at the Elementary campus were eliminated and the frequency of intervention and pull-out assistance for students is based on their availability.

**Problem Statement 2:** Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. **Root Cause 2:** There has been a high turnover in Special Education teachers over the past three years. Consistency in expectations, communications, and curriculum is needed. Special Education students have had four different Resource teachers in three years.

**Problem Statement 3:** ELL students have not performed as well as their peers on state assessments. **Root Cause 3:** There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.

**Problem Statement 4:** Writing scores have fallen for the past two years according to STAAR data. **Root Cause 4:** Changes in the state assessment program in the area of Writing and also a lack of consistency at the campus level regarding procedures and implementation of Writing instruction have contributed to a decrease in progress.

**Problem Statement 5:** Struggling students such as students in the RTI program, Dyslexia program, LEP students, and below grade level need more targeted intervention and assistance to improve in core area instruction. **Root Cause 5:** The availability of intervention staff does not meet the number of students that need academic assistance.

### School Processes & Programs

**Problem Statement 2:** While the programming of the RTI program has been provided more structure and definition, the instructional personnel to provide intervention services is limited. **Root Cause 2:** Past interventionists executed this role in an administrative capacity, and the positions were eliminated. Interventionist positions need to be added at the Elementary level in both Reading and Math to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.

**Problem Statement 3:** Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 3:** Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

**Problem Statement 4:** Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 4:** Although the programs are available, not all classrooms have adequate or functioning student computers to access the material and software. The three computer labs located in pods are in high demand with not enough time to allocate to the classrooms that need access.

**Goal 1:** Mount Vernon Elementary will create an innovative system of learning which will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/Language Arts.











**Performance Objective 2:** By June 2018, at least 80% of students, K-4 will be on or above grade level in Reading as measured by STAAR, iStation, and/or campus assessment data.

**Evaluation Data Source(s) 2:** Data and reports from STAAR assessment, monthly i Station reports, data reports from campus checkpoints and benchmarks

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Mt. Vernon Elementary will develop and implement meaningful, varied assessments that inform students and educators for continuous improvement and growth.</p>	Classroom Teachers Campus Administrators Students	Increase in reading development as well as increase in the areas of reading and writing on STAAR.				
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 3, 5 - School Processes &amp; Programs 4</p> <p>Funding Sources: 199 - Local Funds - 0.00, 255 - Title II, Part A, TPTR - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Student assessment data will be disaggregated using Eduphoria Aware by faculty and staff on a continual basis to identify student academic needs and to plan instruction.</p>	Classroom Teachers Lead Teachers Campus Administrators	Reflection on and understanding of state and local assessment information as evidenced in classroom observations.				
<p>Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 5 - School Processes &amp; Programs 3</p> <p>Funding Sources: 199 - Local Funds - 2225.00</p>						
<p><b>System Safeguard Strategy</b></p> <p>3) Supplemental reading programs and resources will be utilized for small group instruction.</p>	Classroom Teachers Lead Teachers RTI Interventionists					
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1, 3, 5 - School Processes &amp; Programs 2, 4</p> <p>Funding Sources: 211 - Title I, Part A - 0.00, 199 - State Compensatory Education (SCE) - 0.00, 199 - State Bilingual/ESL - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>4) I Station in Spanish and English will be used to monitor and measure student reading in grades K-4.</p>	Classroom Teachers Campus Administration					
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 5</p> <p>Funding Sources: 211 - Title I, Part A - 11014.00, 199 - Local Funds - 107.44, 199 - State Bilingual/ESL - 2312.81</p>						

5) Reading encouragement programs for students will continue: Book Fairs, Accelerated Reader, Six Flags 600 minute program, Pizza Hut Book It.	Classroom Teachers Lead Teachers Campus Administration	Increase in overall reading ability of students and increase in local and state assessment in the area of reading.				
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 5 - School Processes & Programs 2 Funding Sources: 199 - Local Funds - 8000.00					
6) Students in special education, GT, as well as at-risk students and students diagnosed with dyslexia or other reading disorders, will be provided instruction specific to individual needs.	Classroom Teachers Special Education Teachers Dyslexia Specialist					
	Problem Statements: Demographics 3 - Student Academic Achievement 1, 5 Funding Sources: 199 - Local Funds - 0.00, 224 - IDEA B, Formula SpEd - 14093.00, 199 - State Special Education (SpEd) - 181195.00, 225 - IDEA B, Preschool, SpEd - 19579.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Performance Objective 2 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.
<b>Problem Statement 2:</b> STAAR Writing scores have decreased for the past two years. <b>Root Cause 2:</b> Changes in the STAAR Writing assessment as well as a lack of continuous and consistent instruction across all content areas has led to a decrease in STAAR Writing scores.
<b>Problem Statement 3:</b> Hispanic, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. <b>Root Cause 3:</b> Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The number of students in need of intervention and additional help is greater than the personnel available to provide assistance. <b>Root Cause 1:</b> The reading and math interventionist positions at the Elementary campus were eliminated and the frequency of intervention and pull-out assistance for students is based on their availability.
<b>Problem Statement 3:</b> ELL students have not performed as well as their peers on state assessments. <b>Root Cause 3:</b> There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.
<b>Problem Statement 5:</b> Struggling students such as students in the RTI program, Dyslexia program, LEP students, and below grade level need more targeted intervention and assistance to improve in core area instruction. <b>Root Cause 5:</b> The availability of intervention staff does not meet the number of students that need academic assistance.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> While the programming of the RTI program has been provided more structure and definition, the instructional personnel to provide intervention services is limited. <b>Root Cause 2:</b> Past interventionists executed this role in an administrative capacity, and the positions were eliminated. Interventionist positions need to be added at the Elementary level in both Reading and Math to provide assistance and support with small group instruction and a more in-depth targeting of struggling students.
<b>Problem Statement 3:</b> Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. <b>Root Cause 3:</b> Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

**Problem Statement 4:** Supportive instructional technology programs are available, however, the programs need to be implemented and used on a regular basis. **Root Cause 4:** Although the programs are available, not all classrooms have adequate or functioning student computers to access the material and software. The three computer labs located in pods are in high demand with not enough time to allocate to the classrooms that need access.

**Goal 1:** Mount Vernon Elementary will create an innovative system of learning which will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/Language Arts.

**Performance Objective 3:** By June 2018, Writing scores on STAAR will increase by a minimum of 10% from June 2017.

**Evaluation Data Source(s) 3:** Data and reports from campus Writing Assessments  
STAAR Writing scores and data

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>PBMAS</b> 1) Development and implementation of campus Curriculum Maps in grades 1-4 including Writing instruction.	Classroom Teachers Lead Teachers Campus Administration	Observable improvement in classroom instruction in the area of Writing and Writing Conventions.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 2, 4 Funding Sources: 199 - Local Funds - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 2) Development and implementation of common Writing Benchmarks and Writing Checkpoints with scoring calibration to assess and determine student progress in the areas of Writing and Writing Conventions.	Classroom Teachers Lead Teachers Campus Administration	Increase in student academic performance in the areas of Writing and Writing Conventions.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 2, 4 Funding Sources: 199 - Local Funds - 0.00					
<b>System Safeguard Strategy</b> <b>PBMAS</b> 3) Disaggregation of data and information from common Writing Benchmarks and Writing Checkpoints to target areas of instructional need.	Classroom Teachers Lead Teachers Campus Administration	Improvement in Writing and Writing Conventions as evidenced by assessment results and grade reports.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 4 - School Processes & Programs 3 Funding Sources: 199 - Local Funds - 0.00					
4) Teachers will use interactive writing, journal writing and educational experiences to encourage students to become proficient writers.	Classroom Teachers Lead Teachers Campus Administration	Increase in number of proficient writers, increase in 4th grade STAAR writing scores.				
	Problem Statements: Demographics 2 - Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00					



5) Use of STAAR writing prompts to strengthen student's ability to identify and respond appropriately.	Classroom Teachers	Increase in student writing scores on local assessments, classroom assignments, and STAAR composition scores.				
	Lead Teachers					
Problem Statements: Demographics 2 - Student Academic Achievement 4						
Funding Sources: 199 - Local Funds - 0.00						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue						

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.
<b>Problem Statement 2:</b> STAAR Writing scores have decreased for the past two years. <b>Root Cause 2:</b> Changes in the STAAR Writing assessment as well as a lack of continuous and consistent instruction across all content areas has led to a decrease in STAAR Writing scores.
<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. <b>Root Cause 2:</b> There has been a high turnover in Special Education teachers over the past three years. Consistency in expectations, communications, and curriculum is needed. Special Education students have had four different Resource teachers in three years.
<b>Problem Statement 4:</b> Writing scores have fallen for the past two years according to STAAR data. <b>Root Cause 4:</b> Changes in the state assessment program in the area of Writing and also a lack of consistency at the campus level regarding procedures and implementation of Writing instruction have contributed to a decrease in progress.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. <b>Root Cause 3:</b> Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

**Goal 1:** Mount Vernon Elementary will create an innovative system of learning which will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/Language Arts.

**Performance Objective 4:** Mt. Vernon Elementary will increase academic performance of economically disadvantaged, Hispanic, Special Education, and ELL students in the areas of Math, Reading, and Writing, as the Federal Target is 91%.

**Evaluation Data Source(s) 4:** Data from local and state assessments  
STAAR results and data

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Services will be provided to language learners and other students in special programs (SpEd, 504, RtI) through differentiation, modifications, and accommodations for stages of learning and learning needs.</p>	<p>Classroom Teachers Special Education Teachers Campus RTI Coordinator ESL/Bilingual Teachers Campus Administration</p>	<p>Increase in local and state assessment scores, grades, student achievement.</p>				→
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 2, 3, 5 Funding Sources: 199 - State Special Education (SpEd) - 0.00, 199 - Local Funds - 0.00, 199 - State Compensatory Education (SCE) - 0.00, 199 - State Bilingual/ESL - 0.00, 255 - Title II, Part A, TPTR - 30000.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Work to increase the number of ESL certified teachers on campus.</p>	<p>Campus Administration</p>	<p>Increase effectiveness of instruction of ELL students.</p>				→
<p>Problem Statements: Demographics 3 - Student Academic Achievement 3 Funding Sources: 255 - Title II, Part A, TPTR - 0.00</p>						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program and effectiveness of instruction.</p>	<p>ESL Teachers Campus Administration</p>					→
<p>Problem Statements: Demographics 1, 3 - Student Academic Achievement 3, 5 Funding Sources: 255 - Title II, Part A, TPTR - 0.00</p>						

<b>PBMAS</b> 4) Work to retain staff members working with special needs students and teachers certified in Special Education by providing training and support.	Special Education Lead Teacher Campus Administration					
	Problem Statements: Demographics 3 - Student Academic Achievement 2 Funding Sources: 199 - State Special Education (SpEd) - 0.00, 224 - IDEA B, Formula SpEd - 0.00					
= Accomplished             = Continue/Modify             = Considerable             = Some Progress             = No Progress             = Discontinue						

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.
<b>Problem Statement 3:</b> Hispanic, Special Education, and Economically Disadvantaged student populations need more academic support than can be given during daily instruction. Additional staffing and personnel is necessary to provide these students with academic intervention and academic support. <b>Root Cause 3:</b> Increased numbers in these demographic sub-populations has led to an increase in student academic need and support. The need for trained personnel to target specific student populations and provide assistance is increasing.
<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Special Education students across all grade levels have a pass rate on STAAR that is significantly lower than non-SpEd students in Reading, Math, and Writing. <b>Root Cause 2:</b> There has been a high turnover in Special Education teachers over the past three years. Consistency in expectations, communications, and curriculum is needed. Special Education students have had four different Resource teachers in three years.
<b>Problem Statement 3:</b> ELL students have not performed as well as their peers on state assessments. <b>Root Cause 3:</b> There is difficulty finding and keeping certified bilingual teachers on staff leading to a lack of consistency between grade levels and insufficient support for LEP students.
<b>Problem Statement 5:</b> Struggling students such as students in the RTI program, Dyslexia program, LEP students, and below grade level need more targeted intervention and assistance to improve in core area instruction. <b>Root Cause 5:</b> The availability of intervention staff does not meet the number of students that need academic assistance.

**Goal 2: All Mt. Vernon Elementary students shall attend school regularly in an effort to achieve an attendance rate of 97% or higher for the 2017-2018 school year.**

**Performance Objective 1:** Parents, staff, and students are informed of student attendance procedures and policies.

**Evaluation Data Source(s) 1:** Beginning of year signature forms  
Written communication to parents regarding excessive absences

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A consistent process will be implemented to monitor students with excessive absences, inform parents of student absences, and file truancy charges when appropriate.	Classroom Teachers Campus Administration	Increase in daily and overall attendance percentages.				
Problem Statements: Demographics 4, 5 - Student Academic Achievement 6		Funding Sources: 199 - Local Funds - 0.00				
2) Regular communications will be sent home to parents of students with excessive absences.	Campus Administration	Increase in daily and overall attendance percentages.				
Problem Statements: Demographics 4, 5 - Student Academic Achievement 6		Funding Sources: 199 - Local Funds - 0.00				
3) School attendance will be tracked for all absences--whole and parts of days (tardies) for truancy issues.	Campus Administration District Truancy Officer	Increase in daily and overall attendance percentages.				
Funding Sources: 199 - Local Funds - 0.00						
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Overall student attendance did not meet the goal of 75% campus-wide. <b>Root Cause 4:</b> Students do not understand the correlation between good attendance and successful academic performance.
<b>Problem Statement 5:</b> Campus-wide student attendance is impacted heavily by Pre-K and Kindergarten attendance percentages. <b>Root Cause 5:</b> Communication of importance of attendance in lower grades and exposure to new germs and illnesses.
Student Academic Achievement

**Problem Statement 6:** Students with excessive absences, tardies, or early leaves, particularly students in the lower grades, have difficulty keeping up at the pace of their peers and/or miss key information due to attendance factors. **Root Cause 6:** As students enter school for the first time, they are susceptible to many new germs which cause sickness.

**Goal 2:** All Mt. Vernon Elementary students shall attend school regularly in an effort to achieve an attendance rate of 97% or higher for the 2017-2018 school year.

**Performance Objective 2:** All students will be encouraged to attend school regularly.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incentives for attendance per six weeks for students.	Campus Administration	Increase in attendance averages.				
	Problem Statements: Demographics 4, 5 - Student Academic Achievement 6 Funding Sources: 199 - Local Funds - 1500.00					
2) School attendance will be incorporated into end of six weeks ROAR Rally participation.	Campus Administration Classroom Teachers	Increase in attendance rates and percentages.				
	Problem Statements: Demographics 4, 5 - Student Academic Achievement 6 Funding Sources: 199 - Local Funds - 0.00					
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Overall student attendance did not meet the goal of 75% campus-wide. <b>Root Cause 4:</b> Students do not understand the correlation between good attendance and successful academic performance.
<b>Problem Statement 5:</b> Campus-wide student attendance is impacted heavily by Pre-K and Kindergarten attendance percentages. <b>Root Cause 5:</b> Communication of importance of attendance in lower grades and exposure to new germs and illnesses.
Student Academic Achievement
<b>Problem Statement 6:</b> Students with excessive absences, tardies, or early leaves, particularly students in the lower grades, have difficulty keeping up at the pace of their peers and/or miss key information due to attendance factors. <b>Root Cause 6:</b> As students enter school for the first time, they are susceptible to many new germs which cause sickness.

**Goal 3: Mount Vernon Elementary will actively involve parents and community members as partners in the education of our students through planning, information sharing, and program design to provide a safe and productive learning environment throughout the 2017-2018 school year.**

**Performance Objective 1:** During the 17-18 school year, 50% of all families will participate in at least one of the following opportunities: Grade Level Parent Meetings, Fall Open House, Spring Open House, Field Trips, school-sponsored events (Field Day, Dad's Night, Turkey Trot, Family Olympics), as measured by sign-in sheets. In addition, at least 25% of each of the following sub-populations will participate: free and reduced, ELLs.

**Evaluation Data Source(s) 1:** Parent sign in sheets from each activity

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Mt. Vernon Elementary will host a minimum of six (6) parent involvement, engagement, and/or parent education activities in order to increase parent participation opportunities throughout the academic school year.	Classroom Teachers Campus Administration Office Staff	Increase in attended parent and community involvement opportunities				
Problem Statements: Perceptions 2, 3 Funding Sources: 199 - Local Funds - 1000.00						
2) Provide PTO planning sessions and scheduled PTO meetings.	PTO President PTO Board	Increase in number of parents attending PTO meetings				
Problem Statements: School Processes & Programs 1 - Perceptions 3						
3) Communicate school messages through the School Messenger automated call system and social media to inform parents of emergencies, schedule changes, etc.	Campus Administration Technology Department					
Problem Statements: Perceptions 1, 3 Funding Sources: 199 - Local Funds - 0.00						
4) Use posts on school website calendar and social media to update and inform parents of campus events.	Campus Administration Technology Department	Increase in number of parents accessing campus website and social media				
Problem Statements: Perceptions 1, 2, 3						
5) Communicate information regarding school events and activities in both English and Spanish.	Teachers Campus Administration	Increase in parent involvement and better communication with all parents.				
Problem Statements: Perceptions 1, 2, 3						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** A staff survey at the beginning of 2016-2017 indicated a strong need for better communication within the campus and district. **Root Cause 1:** Lack of consistency in structure, procedures, and leadership due to turnover within campus and district leadership.

#### Perceptions

**Problem Statement 1:** The process and procedures for addressing concerns and complaints often overrides the published policy regarding 'Chain of Command'. **Root Cause 1:** Concerns and/or complaints are often taken directly to central administration or the School Board which eliminates the opportunity to resolve issues at the campus level. Publishing concerns and complaints on social media (Facebook, Twitter) rather than addressing the complaint or concern with teachers or administration leads to inflammation of the situation rather than resolution.

**Problem Statement 2:** Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause 2:** Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

**Problem Statement 3:** Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause 3:** Lack of parent training in current instructional techniques and strategies.



**Goal 3:** Mount Vernon Elementary will actively involve parents and community members as partners in the education of our students through planning, information sharing, and program design to provide a safe and productive learning environment throughout the 2017-2018 school year.

**Performance Objective 2:** Parents will be notified regarding academic progress through teacher/parent conferences, progress reports, report cards, etc. Mt. Vernon Elementary will provide full opportunities for the participation of all parents in a format, and, to the extent practicable, in a language that the parents understand.

**Evaluation Data Source(s) 2:** Copies of Parent Contact Logs  
Use of Facebook, Twitter, Remind, School Messenger

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regular communications will be shared with parents regarding academic and behavioral progress.	Classroom Teachers Campus Administration					
	Problem Statements: Perceptions 2, 3 Funding Sources: 199 - Local Funds - 0.00					
2) Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress.	Classroom Teachers	Increase in number of documented parent contacts and parent conferences and increased performance and progress of students.				
	Problem Statements: Perceptions 2, 3					
3) Communicate information regarding student performance in both English and Spanish by sending home information in both English and Spanish and providing translators for teacher conferences when necessary.	Classroom Teachers Campus Administration Office Staff	Better communication with all parents.				
	Problem Statements: Demographics 1 - Perceptions 2, 3					
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> ELL learners across grade levels have the following passing rates for STAAR: 46% Reading and 29% Writing. Scores in both Reading and Writing for ELLs have decreased since the prior year. <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL or Bilingual certification and an understanding of the instructional strategies for ELLs.</p>

## Perceptions

**Problem Statement 2:** Access to the campus and teachers during the instructional day is limited and can give an unwelcoming impression or feeling of inaccessibility to teachers. **Root Cause 2:** Student safety measures regarding visitors on campus during instructional day limits access to teacher's classrooms and parts of the campus.

**Problem Statement 3:** Parent involvement with school projects and homework as well as parent assistance in working with students on academics at home. **Root Cause 3:** Lack of parent training in current instructional techniques and strategies.

**Goal 4: Mount Vernon Elementary will actively recruit, develop, and retain an exceptional, highly-skilled staff to optimize student engagement and learning on a continuing basis throughout the 2017-2018 school year and in preparation for the upcoming 2018-2019 school year.**

**Performance Objective 1:** By June 2018, teacher absences will be decreased by 10% as compared to June 2017.

**Evaluation Data Source(s) 1:** Teacher attendance reports and absence from duty reports.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer in-house, embedded, online and local professional development opportunities to offset teacher absences due to workshop or staff development taken off-site during the instructional day.	Campus Administration	Decrease in teacher absences.				
	Problem Statements: School Processes & Programs 3, 5 Funding Sources: 199 - Local Funds - 0.00, 199 - State Compensatory Education (SCE) - 0.00, 211 - Title I, Part A - 0.00, 255 - Title II, Part A, TPTR - 0.00					
2) Provide incentives for teachers and staff named as Teacher/Staff Member of the Six Weeks and teachers and staff with perfect attendance each six weeks.	Campus Administration	Decrease in teacher absences. Increase in positive morale.				
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 - Local Funds - 0.00					
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. <b>Root Cause 3:</b> Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.
<b>Problem Statement 5:</b> Structure for teacher goal setting, evaluation, feedback, and continuous support is needed for teachers to value the evaluation system. <b>Root Cause 5:</b> 2017-2018 is the second year of TTESS, and teachers are still learning the system and benefits.

**Goal 4:** Mount Vernon Elementary will actively recruit, develop, and retain an exceptional, highly-skilled staff to optimize student engagement and learning on a continuing basis throughout the 2017-2018 school year and in preparation for the upcoming 2018-2019 school year.

**Performance Objective 2:** Mt. Vernon Elementary will strive to provide highly qualified teachers and staff.

**Evaluation Data Source(s) 2:** Certification data from the State Board of Educator Certification  
 Training certificates from workshops, conferences, seminars  
 Evidence and reports from classroom walkthrough observations and teacher evaluations

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recruit and retain highly qualified teachers by offering a quality work environment and administrative support.	Campus Administration	Number of highly qualified teachers recruited and retained will increase.				
Problem Statements: School Processes & Programs 5						
2) Mentor first year teachers and teachers new to the campus through grade-level teams.	Campus Administration Lead Teachers	Retention of highly qualified staff will increase.				
3) Actively seek, hire, and retain highly qualified teachers and staff by posting job openings in a timely manner using various job boards.	Campus Administration Human Resource Staff	Increase in number of highly qualified teachers hired.				
4) Provide teachers with appropriate training and support in the assigned content area through professional development seminars and workshops offered at Region 8.	Campus Administration Lead Teachers Classroom Teachers	Improvement in classroom instruction and increased confidence in content area instruction.				
Problem Statements: School Processes & Programs 3, 5 Funding Sources: 211 - Title I, Part A - 8118.00, 199 - State Compensatory Education (SCE) - 440.00						
5) Provide daily common planning period for grade level teachers to encourage collaboration, support, and communication regarding instructional planning and development.	Campus Administration Lead Teachers Classroom Teachers	Improvement in classroom instruction, increase in consistency of content.				
Problem Statements: School Processes & Programs 5						
= Accomplished                    = Continue/Modify                    = Considerable                    = Some Progress                    = No Progress                    = Discontinue						

**Performance Objective 2 Problem Statements:**

### School Processes & Programs

**Problem Statement 3:** Instructional staff feels time is limited to analyze instructional data and analyze appropriately for planning purposes. **Root Cause 3:** Staff needs more professional development days/work days allotted specifically for vertical alignment, to analyze instructional data, and to plan horizontally.

**Problem Statement 5:** Structure for teacher goal setting, evaluation, feedback, and continuous support is needed for teachers to value the evaluation system. **Root Cause 5:** 2017-2018 is the second year of TTESS, and teachers are still learning the system and benefits.

**Goal 5: Mount Vernon Elementary students will be actively engaged and take ownership of their education in a safe and positive environment.**

**Performance Objective 1:** Mt. Vernon Elementary will maintain firm discipline and be proactive in addressing negative student behaviors throughout the 2017-2018 school year.

**Evaluation Data Source(s) 1:** Discipline reports will be evaluated to evaluate the number of student disciplinary referrals.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Enforce Code of Conduct consistently and fairly.	Campus Administration	Decrease in number of discipline referrals.				
2) Non-Violent restraint and crisis intervention training will be provided to staff members.	Campus Administration Special Education Department	Decrease in amount of student restraints.				
3) Positive behavior reinforcement incentives directly related to school such as ROAR Rally, Caught Being Good, etc.	Classroom Teachers Campus Administration Communities in Schools personnel	Decrease in disciplinary referrals.				
Funding Sources: 199 - Local Funds - 0.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5:** Mount Vernon Elementary students will be actively engaged and take ownership of their education in a safe and positive environment.

**Performance Objective 2:** Mt. Vernon Elementary students shall feel safe and positive about their learning environment through school safety planning, school safety education, safety drills, and school counseling services held throughout the 2017-2018 school year.

**Evaluation Data Source(s) 2:** Feedback and data from safety drills  
Program evaluation of counseling program

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Regularly analyze and review discipline and achievement data for continued focus on trends, needs, and improvements.	Campus Administrators Counselor Classroom Teachers	Decreased number of discipline referrals.				
2) Students receive acknowledgement and recognition for non-academic achievement via the 'Caught Being Good' token system.	Classroom Teachers CIS Campus Coordinator	Decreased number of discipline referrals.				
3) Students receive monthly guidance lessons on positive character traits and conflict resolution techniques.	Counselor Classroom Teachers Campus Administration	Decrease in number of discipline referrals.				
4) Elementary school safety plan and safety procedures are developed and monitored for effectiveness throughout the school year.	Classroom Teachers Campus Staff Campus Administration	Observation of effective safety practices in relation to campus emergency situations and drills.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5:** Mount Vernon Elementary students will be actively engaged and take ownership of their education in a safe and positive environment.

**Performance Objective 3:** A variety of programs and activities will be offered to Elementary students throughout the 2017-2018 school year to support a positive learning environment.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Development and implementation of Elementary Student Council, Green Team, and National Elementary Honor Society.	Teacher Sponsors Campus Administration	Increase in student grades and decrease in discipline referrals.				
2) Mt. Vernon Elementary students will participate in U.I.L. academic competitions.	UIL Coordinator UIL Event Coaches	Increase in number of students competing/number of students winning awards.				
Funding Sources: 199 - Local Funds - 4800.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						



**Goal 5:** Mount Vernon Elementary students will be actively engaged and take ownership of their education in a safe and positive environment.

**Performance Objective 4:** Mt. Vernon Elementary students will participate in Physical Education daily through their specials rotation. Students will receive at least 150 minutes of physical activity daily via PE, class brain breaks, and recess.

**Evaluation Data Source(s) 4:** Fitnessgram Data  
 Use of Go Noodle or other resources for classroom brain breaks.

**Summative Evaluation 4:** Met Performance Objective

**Next Year's Recommendation 4:** Continue goal with modifications

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dedicated daily time in schedule for Physical Education.	Campus Administration	Increase in student fitness and awareness of healthy habits.				
2) Physical Education rotation will emphasize the CATCH program and incorporate strategies based on the program recommendations.	PE Teacher PE Aide Campus Administration	Increase in student fitness, healthy habits, healthy lifestyle.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Mt. Vernon Elementary will allocate funds (199 in addition to Title I) toward additional resources such as supplemental instructional software programs to engage and increase student learning in order to increase assessment scores for the 2017-2018 school year.
1	1	4	Special programming, intervention, and related services will be provided to appropriately identified students such as Special Education, GT, 504, and ELL.
1	1	6	Disaggregate STAAR and local assessment data using Eduphoria to identify student academic need by objective.
1	1	7	Provide tutorial assistance in the areas of Reading and Math for identified students after school.
1	2	1	Mt. Vernon Elementary will develop and implement meaningful, varied assessments that inform students and educators for continuous improvement and growth.
1	2	2	Student assessment data will be disaggregated using Eduphoria Aware by faculty and staff on a continual basis to identify student academic needs and to plan instruction.
1	2	3	Supplemental reading programs and resources will be utilized for small group instruction.
1	2	4	I Station in Spanish and English will be used to monitor and measure student reading in grades K-4.
1	3	1	Development and implementation of campus Curriculum Maps in grades 1-4 including Writing instruction.
1	3	2	Development and implementation of common Writing Benchmarks and Writing Checkpoints with scoring calibration to assess and determine student progress in the areas of Writing and Writing Conventions.
1	3	3	Disaggregation of data and information from common Writing Benchmarks and Writing Checkpoints to target areas of instructional need.
1	4	1	Services will be provided to language learners and other students in special programs (SpEd, 504, RtI) through differentiation, modifications, and accommodations for stages of learning and learning needs.
1	4	2	Work to increase the number of ESL certified teachers on campus.
1	4	3	Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program and effectiveness of instruction.

# State Compensatory

## Budget for Mount Vernon Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6112-00-103-824000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,000.00
199-11-6119-00-103-824000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,066.00
199-11-6122-00-103-824000	6122 Salaries or Wages for Substitute Support Personnel	\$2,000.00
199-11-6129-00-103-824000	6129 Salaries or Wages for Support Personnel	\$21,618.00
199-11-6141-00-103-824000	6141 Social Security/Medicare	\$791.71
199-11-6142-00-103-824000	6142 Group Health and Life Insurance	\$8,207.04
199-11-6144-00-103-824000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,609.54
199-11-6146-00-103-824000	6146 Teacher Retirement/TRS Care	\$1,908.89
<b>6100 Subtotal:</b>		<b>\$98,201.18</b>
<b>6200 Professional and Contracted Services</b>		
199-11-6219-00-103-824000	6219 Professional Services	\$150.00
199-32-6219-00-103-824000	6219 Professional Services	\$25,000.00
199-11-6249-00-103-824000	6249 Contracted Maintenance & Repair	\$250.00
<b>6200 Subtotal:</b>		<b>\$25,400.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-00-103-824000	6399 General Supplies	\$3,540.00
<b>6300 Subtotal:</b>		<b>\$3,540.00</b>
<b>6400 Other Operating Costs</b>		

199-11-6411-00-103-824000	6411 Employee Travel	\$440.00
199-13-6411-00-103-824000	6411 Employee Travel	\$200.00
<b>6400 Subtotal:</b>		<b>\$640.00</b>

**Personnel for Mount Vernon Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Ford	Communities in Schools	State Compensatory	1
Dee Fitch	RTI Interventionist	State Compensatory	1
Donna Trantham	Instructional Aide	State Compensatory	1
Elsa Whitehurst	Instructional Aide	State Compensatory	1
Jamie Pamplin	RTI Aide	State Compensatory	1
Maricela Garcia	RTI Bilingual Aide	State Compensatory	1

# Title I Components

## Schoolwide Program Plan

### Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

## 2017-2018 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Driver	Principal
Parent	Whitney Asay	Parent
Parent	Cody Hughes	Parent
Parent	Jeremy Cameron	Parent
Community Representative	Ken Greer	Community Representative
District-level Professional	Amy Ford	Communities in Schools
Classroom Teacher	Christa Harrison	Kindergarten Teacher
Classroom Teacher	Leslie Reese	3rd Grade Teacher
Classroom Teacher	Risa Jones	1st Grade Teacher
Classroom Teacher	Staci Morgan	Special Education Teacher
Classroom Teacher	Haley Golden	Music Teacher
Classroom Teacher	Dayna Watson	Pre-K/Head Start Teacher
Administrator	Shane Thedford	Assistant Principal
Classroom Teacher	Lyndsay Gable	4th Grade Teacher
Classroom Teacher	Rachael Kittle	2nd Grade Teacher

## Campus Funding Summary

199 - Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Scanner		\$350.00
1	1	3	EDUPHORIA		\$1,875.00
1	1	5	Supplemental Education Programs-Study Island		\$4,242.80
1	1	6	Eduphoria Software		\$1,875.00
1	2	1	Supplies & Materials		\$0.00
1	2	2	Scanner		\$350.00
1	2	2	Eduphoria Software		\$1,875.00
1	2	4	i Station Software		\$107.44
1	2	5	AR-Renaissance Software		\$5,000.00
1	2	5	AR Program		\$3,000.00
1	2	6	Supplies & Materials		\$0.00
1	3	1	Supplies & Materials		\$0.00
1	3	2	Supplies & Materials		\$0.00
1	3	3	Supplies & Materials		\$0.00
1	3	4	Supplies & Materials		\$0.00
1	3	5	Supplies & Materials		\$0.00
1	4	1	Specialized Staff		\$0.00
2	1	1	Supplies		\$0.00
2	1	2	Supplies & Postage		\$0.00
2	1	3	Supplies		\$0.00
2	2	1	ROAR Rally Supplies		\$1,500.00
2	2	2	Supplies for ROAR Rally		\$0.00
3	1	1	Parent / Community Engagement		\$1,000.00
3	1	3	School Messenger System		\$0.00



3	2	1	Supplies & Materials		\$0.00
4	1	1	Staff Development		\$0.00
4	1	2	Supplies & Materials		\$0.00
5	1	3	Supplies & Materials		\$0.00
5	3	2	UIL Teacher Stipends		\$4,800.00
<b>Sub-Total</b>					\$25,975.24

**199 - State Compensatory Education (SCE)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intervention Personnel		\$98,201.00
1	1	5	Supplemental Education Programs-Study Island		\$3,540.00
1	2	3	i Station		\$0.00
1	4	1	Specialized Staff		\$0.00
4	1	1	Staff Development		\$0.00
4	2	4	Staff Development		\$440.00
<b>Sub-Total</b>					\$102,181.00

**199 - State Special Education (SpEd)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Specialized Staff		\$181,195.00
1	4	1	Specialized Staff		\$0.00
1	4	4	Specialized Staff		\$0.00
<b>Sub-Total</b>					\$181,195.00

**199 - State Bilingual/ESL**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	i Station Espanol		\$0.00
1	2	4	i Station Software		\$2,312.81
1	4	1	Specialized Staff		\$0.00
<b>Sub-Total</b>					\$2,312.81

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Educational Software	211-11-6399-00-103-8-30-000	\$11,014.00
1	1	2	Training		\$0.00
1	1	5	After School Tutorials		\$22,956.00
1	1	7	After School Tutorials		\$19,500.00
1	2	3	Study Island		\$0.00
1	2	4	i Station Software		\$11,014.00
4	1	1	Staff Development		\$0.00
4	2	4	ESC Services		\$8,118.00
<b>Sub-Total</b>					\$72,602.00
<b>224 - IDEA B, Formula SpEd</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Specialized Staff		\$14,093.00
1	4	4	Specialized Staff		\$0.00
<b>Sub-Total</b>					\$14,093.00
<b>225 - IDEA B, Preschool, SpEd</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Specialized Staff		\$19,579.00
<b>Sub-Total</b>					\$19,579.00
<b>255 - Title II, Part A, TPTR</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training		\$0.00
1	2	1	Training		\$0.00
1	4	1	Specialized Staff		\$30,000.00
1	4	2	Certification Reimbursement		\$0.00
1	4	3	ESL Teachers Assigned to Monitor LEP students		\$0.00
4	1	1	Staff Development		\$0.00
<b>Sub-Total</b>					\$30,000.00

	<b>Grand Total</b> \$447,938.05
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