Abilene Independent School District

Alcorta Elementary

2021-2022 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 19, 2021

Demographics

Demographics Summary

Alcorta Elementary School, formerly Jackson Elementary School, was built in 1962. In addition to the students in our attendance zone, Alcorta serves the residents of the Ben Richey Boys' Ranch.

The Jackson 2020-2021 student population is 478 students. English is the primary language spoken in the homes of our students. The student body is 48% white, 36% Hispanic, 8% African American, 1.5% Asian, and 5% two or more races. Alcorta's economically disadvantaged population is 65.2% The daily attendance for the 2020-2021 school year is 95.6%.

Currently, 9.6% of our student population is Special Education, 7.7% is Gifted and Talented, and 2.6% is LEP.

There was no accountability rating for the 2019-2020 school year. Alcorta holds an F campus rating from the 2018-2019 school year.

Demographics Strengths

1. Families live within two miles of the campus.

2. Diverse student population that continues to change.

3. On-campus ELL support; all teachers who teach ELAR in grades K-5 are ESL certified.

4. Attendance goals and scoreboard displayed in common areas to track and promote good attendance.

5. At least 1 teacher with 30 hours of GT training per grade level.

6. One full time and one part-time special education teacher to serve and support students; three special education aides to provide additional support for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a growing population of special education students that we serve using systems designed for a smaller population of special education students. **Root Cause:** The systems we have in place have not been fully updated to accommodate more students.

Problem Statement 2: We have a growing population of students that are in need of reading and math interventions through LLI and RTI. **Root Cause:** We are currently serving 80+ LLI students with two aides and two intervention teachers. Many students are struggling at all grade levels due to the loss of learning during the COVID-19 shutdown.

Student Learning

Student Learning Summary

For the 2019-202 school year, there were no accountability ratings. For the 2018-2019 school year, Alcorta Elementary was rated an F campus based on the score below.

Domain 1 - 69

Domain 2- 69

Domain 3- 30

STAAR Performance Component Score-40

Overall Accountability Score=57=Letter Grade R

On the 2018 STAAR the follwoing scores for all grade shwo the percentage of students who met standards:

All subjects-72%

Reading-76%

Math-76%

Writing-58%

Science-63%

Our target areas for improvement are writing for all 4th grade students, all subjects for our special educations students, growth for our Gifted and Talented students in all subjects.

Student Learning Strengths

Alcorta Elementary has the following systems in place to help support struggling students and provide enrichment for advanced learners:

Response to Intervention (RtI);

inclusion and pull-out services for Special Education;

 small group instruction/workshop model;

differentiation strategies;

and teachers use the MAP test to observe student growth and use the MAP data to drive instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2019, student achievement on STAAR reading dropped significantly at all grade levels, except 5th grade which did not change (3rd grade dropped 7 points to 74%, 4th grade dropped 15 points to 65%) **Root Cause:** Our intervention teachers worked mainly with grades 3-5. We need to move our interventions down to K-2 as well.

Problem Statement 2: In 2019, 66% of students met standard on 4th grade Writing STAAR, reflecting a drop of 12 points over the prior year. **Root Cause:** There is a need for vertical alignment in writing instruction, specifically in strategies and language used in instruction; we also have a need for increased opportunities for cross-curricular approaches.

Problem Statement 3: In 2019, student achievement on STAAR math dropped significantly at all grade levels (3rd grade dropped 2 points to 79%, 4th grade dropped 32 points to 51%, and 5th grade dropped 6 points to 90%). **Root Cause:** In 2019 we only have one intervention teacher that focused only on reading.

Problem Statement 4: In 2019, student achievement on STAAR science at 5th grade dropped 22 points to 61%. **Root Cause:** There is a need for a more spiraled review.

Problem Statement 5: The campus does not have enough devices for accessing digital and on-line instructional resources. **Root Cause:** We ordered 45 chromebooks that were never able to be utilized due to COVID-19.

School Processes & Programs

School Processes & Programs Summary

At Alcorta Elementary, we strive to develop and maintain relationships with students, faculty and staff, community members and students' families. We have been implementing Leader in Me for 4 years, which teaches, through the 7 habits, how to be a leader and a more successful person in school and in our community. Our faculty and staff hold high values and beliefs, which in turn, creates high expectations for our students. Our hope is that anyone who visits Alcorta Elementary will feel welcomed and sense our dedication to our students and community. Through developing effective leadership qualities in our students, they have become more proactive and take ownership of their learning and behavior.

School Processes & Programs Strengths

Our campus focuses on creating authentic home/school connections to educate and engage parents in understanding how to support their children.

We do this by hosting the following events each year:

Leadership Night Buffalo Roam (Meet the Teacher)

Buffalo Bash (Fall Festival)

Student-Led Conferences

Parent-Teacher Conferences

7 Habits at Home with a celebration for families who have worked on the habits at home

We have also invited parent and community members to be involved in the following ongoing activities:

Alcorta Readers from Southern Hills Church of Christ monthly

College Day

Parent Involvement days have been held twice this year

Southern Hills and St. James provide treats for the Alcorta faculty/staff throughout the year

Our students, parents and faculty/staff describe Alcorta in a very positive, loving, and meaningful way.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all teachers are utilizing the instructional resources that are available to plan data-driven instruction. **Root Cause:** Data-driven instruction is a new focus

area for Alcorta Elementary. Teachers need time to familiarize themselves with the new material.

Perceptions

Perceptions Summary

At Alcorta Elementary, we strive to develop and maintain relationships with students, faculty and staff, community members and students' families. We have been implementing Leader in Me for 4 years, which teaches, through the 7 habits, how to be a leader and a more successful person in school and in our community. Our faculty and staff hold high values and beliefs, which in turn, creates high expectations for our students. Our hope is that anyone who visits Alcorta Elementary will feel welcomed and sense our dedication to our students and community. Through developing effective leadership qualities in our students, they have become more proactive and take ownership of their learning and behavior.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to have more opportunities at Alcorta for community members to connect through student activities. **Root Cause:** We have invited and welcomed

many visitors to Alcorta in previous years. We need to strengthen the connections made so community members feel a part of our school family. We were unable to welcome community visitors this year due to COVID-19 protocols.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: Increase student mastery of grade level basic math facts to 80% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: track individual student goals in leadership notebooks and/or classroom charts, campus score board, review curriculum being used

Strategy 1 Details	Reviews			
Strategy 1: Host a Family Math Night in the fall semester of 2021.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family involvement in learning	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coordinator, Library Associate, RTI Interventionist, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math	10%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize an additional full-time interventionist and on-line instructional resources for math intervention in grades 3-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased fact fluency, increased performance in math on benchmarks/STAAR	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coordinator, RTI Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Interventionist - Title I, Part A - $60,369, On-line math resources (Countdown to STAAR by Math Warm-ups) - Title 1, Part A Supplementary Funds - $5,325, Chromebooks for access to digital resources - Title 1, Part A Supplementary Funds - $17,550	35%			

Strategy 3 Details	Reviews			
Strategy 3: Create and utilize campus score boards to track math fact data school wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased fact fluency, increase performance on daily math assignment/benchmarks/STAAR	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, IC, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	35%			

Strategy 4 Details	Reviews			

Strategy 4: Our Behavior Interventionist will meet weekly with students who are struggling with behavior issues in the classroom. He will collaborate with Mrs. Burns, the counselor, as needed.
    Strategy's Expected Result/Impact: Improved classroom behaviors and academic performance, Improved peer relationships
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: Behavior Liaison payroll burden - Title I, Part A - $49,485
	Formative			Summative

	Oct	Jan	Apr	June
	35%			

Strategy 5 Details	Reviews			

Strategy 5: Purchase STAAR math curriculum for grades 3-5 to use with intervention teachers and tutors.
    Strategy's Expected Result/Impact: Increase STAAR math scores in grades 3-5
    Staff Responsible for Monitoring: Principal, Assistant Principal and IC
 	
    Funding Sources: - Title I, Part A - $10,152.80
	Formative			Summative

	Oct	Jan	Apr	June
	40%			

Strategy 6 Details	Reviews			

Strategy 6: Purchase STAAR intervention curriculum (Think up) for grades 3-5 math and reading to meet the requirements of HB 4545.
    Strategy's Expected Result/Impact: Increase STAAR scores in grades 3-5
    Staff Responsible for Monitoring: Principal, Assistant Principal, IC
 	
    Funding Sources: - Title I, Part A - $6,793.60
	Formative			Summative

	Oct	Jan	Apr	June
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: Increase 4th grade STAAR writing scores from 42% to 70% by May 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: writing benchmark scores, writing conference observations

Strategy 1 Details	Reviews			
Strategy 1: Host a Family Literacy Night in the spring semester of 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family involvement in learning	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coordinator, Library Associate, RTI Interventionist, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math	10%			
Strategy 2 Details	Reviews			
Strategy 2: All students will have a measurable individual word study goal (WIG) that will be tracked and updated regularly.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased number of students reading and writing on grade level and increased benchmark and STAAR scores **Staff Responsible for Monitoring:** Lighthouse Team, classroom teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	35%			
Strategy 3 Details	Reviews			
Strategy 3: Continue to meet with PLC groups throughout the school year to discuss best practices with all instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR writing scores, Increased teacher collaboration	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coordinator **Title I Schoolwide Elements:** 2.4, 2.6	40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Increase the number of students reading on or above grade level expectations from 50% to 60%.

    Targeted or ESF High Priority

    Evaluation Data Sources: MAP growth at MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: We will focus our LLI reading interventions in our K-2 classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading MAP growth acrosst the grade levels and improved reading STAAR scores.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, AP, IC, Intervention Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	35%			

Strategy 2 Details	Reviews			
Strategy 2: Purchase Wordly Wise curriculum to use with our intervention teachers and tutors to increase STAAR reading scores in grades 3-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: See an increase in the percentage of meets and masters reading scores in grades 3-5	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal and IC **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** - Title I, Part A - $2,110.64	55%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: 100% of classrooms will integrate leadership principles into the curriculum and environment on a daily basis.

    Evaluation Data Sources: Lesson plans, classroom observations, student leadership notebooks

Strategy 1 Details		Reviews			
Strategy 1: Implement "The First 8 Days" in all classrooms for the first 8 days of school.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase consistency in teaching leadership principles across the campus **Staff Responsible for Monitoring:** Instructional Coordinator, Lighthouse Team, classroom teachers **Title I Schoolwide Elements:** 2.6		**Oct**	**Jan**	**Apr**	**June**
		40%			

Strategy 2 Details		Reviews			
Strategy 2: Implement DEAL Time (Drop Everything And Lead) daily in all classrooms in order to teach leadership principles, track and update goals and celebrate successes. Standardize days across campus for consistency: Motivation Monday, Direct-Teach Tuesday, WIG Wednesday, Thankful Thursday, Friendly Friday.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase consistency in teaching leadership principles across the campus **Staff Responsible for Monitoring:** Instructional Coordinator, Lighthouse Team, classroom teachers **Title I Schoolwide Elements:** 2.6		40%			

Strategy 3 Details		Reviews			
Strategy 3: Implement clubs on a weekly basis for all students to explore interests and discover their area of genius.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement in school **Staff Responsible for Monitoring:** Lighthouse Team		**Oct**	**Jan**	**Apr**	**June**
		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 5: 100% of gifted and talented students will be given daily opportunities to enrich and extend learning.

    Evaluation Data Sources: Lesson plans, GT forum plans/notes, GT showcase presentation

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize differentiated instruction to meet the needs of all learners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement and engagement in learning **Staff Responsible for Monitoring:** Principal, Assistant Principal, classroom teachers, Instructional Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		**Oct**	**Jan**	**Apr**	**June**
		30%			
Strategy 2 Details		Reviews			
Strategy 2: Hold 2 GT parent forums and 1 end-of-year GT showcase for GT students to share learning.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: student participation, increased parent satisfaction in Jackson GT services **Staff Responsible for Monitoring:** GT classroom teachers, Instructional Coordinator		35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: 100% of teachers will observe at least 2 classrooms on/off campus before May 2022.

    Evaluation Data Sources: schedule, survey

Strategy 1 Details	Reviews			

Strategy 1: Classroom teachers will make a "Classroom Visit Wish List" to designate classrooms they would like to visit and observe.
    Strategy's Expected Result/Impact: increase connects and collaboration between colleagues
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator
 	
    TEA Priorities: Recruit, support, retain teachers and principals
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	25%			
Strategy 2 Details	Reviews			

Strategy 2: Teachers will meet with PLC groups once a week.
    Strategy's Expected Result/Impact: Building teacher collaboration across the grade levels, Ensuring we are providing best practices for our students
    Staff Responsible for Monitoring: Principal, Instructional Coordinator
 	
    Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
	30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Offer monthly opportunities for students to learn about college and career options for life.

    Evaluation Data Sources: Visitor log, student surveys

Strategy 1 Details	Reviews			
Strategy 1: At least 1 grade level will adopt a community member/business.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will increase connections with our surrounding community. **Staff Responsible for Monitoring:** Lighthouse Team, Parent Coordinator	**Oct**	**Jan**	**Apr**	**June**
	25%			
Strategy 2 Details	Reviews			
Strategy 2: In addition to a monthly College Day, host a monthly Career Day that involves bringing in speakers that can discuss CTE opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase connections with surrounding communities, increase student knowledge and awareness of college/career opportunities **Staff Responsible for Monitoring:** Lighthouse Team, classroom teachers, Lighthouse Team **TEA Priorities:** Connect high school to career and college	**Oct**	**Jan**	**Apr**	**June**
	25%			
Strategy 3 Details	Reviews			
Strategy 3: Continue to grow our connection and relationship with Southern Hills Church of Christ, St. James Methodist Church and Dr. Turner's dental office.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build upon our community support from these organizations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator	**Oct**	**Jan**	**Apr**	**June**
	30%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Utilize social media as an opportunity to share about the positive things going on at Alcorta.

    Evaluation Data Sources: Facebook Insights, School Website

Strategy 1 Details		Reviews		
Strategy 1: At the beginning of each week, post a schedule of events, happenings and important information for families. Post about something positive going on at least twice per week.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase engagement with families **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Lighthouse Team **Title I Schoolwide Elements:** 3.1, 3.2	**Oct** 30%	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Increase our daily attendance rate from 95.6% to 97.5% by May 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: Checklist of class attendance incentives earned

Strategy 1 Details	Reviews			
Strategy 1: Offer classroom incentives for perfect attendance days that includes special treats, attendance run, popcorn party, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased motivation to be at school every day **Staff Responsible for Monitoring:** Principal, Parent Coordinator, clerical aide **Title I Schoolwide Elements:** 2.5, 2.6	20%			
Strategy 2 Details	**Reviews**			
Strategy 2: Identify and track students with chronic absences/tardies from month to month. Establish a staff/student action team to assist in contacting and supporting students and families.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased motivation to be at school every day **Staff Responsible for Monitoring:** Principal, Parent Coordinator, clerical aide **Title I Schoolwide Elements:** 2.4, 2.5	40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: Assure all requirements of Title 1 are met.

    Evaluation Data Sources: Title 1 Crate files

Strategy 1 Details		Reviews			
Strategy 1: Utilize a Parent Involvement Coordinator to assure implementation and documentation of all Title 1, Part A requirements throughout the school year.)		**Formative**			**Summative**
		Oct	Jan	Apr	June
Title I Schoolwide Elements: 2.4, 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Payroll burden for PI Coordinator - Title I, Part A - $20,502		30%			
Strategy 2 Details		**Reviews**			
Strategy 2: Utilize supplementary staff to support the needs of all learners, including English learners,		**Formative**			**Summative**
		Oct	Jan	Apr	June
Title I Schoolwide Elements: 2.4, 2.6 **Funding Sources:** Payroll burden for ESL aide - Title I, Part A - $20,000		40%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Campus Funding Summary

<table>
<tr><th colspan="6">Title I, Part A</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Math Interventionist</td><td></td><td>$60,369.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Behavior Liaison payroll burden</td><td></td><td>$49,485.00</td></tr>
<tr><td>1</td><td>1</td><td>5</td><td></td><td></td><td>$10,152.80</td></tr>
<tr><td>1</td><td>1</td><td>6</td><td></td><td></td><td>$6,793.60</td></tr>
<tr><td>1</td><td>3</td><td>2</td><td></td><td></td><td>$2,110.64</td></tr>
<tr><td>5</td><td>2</td><td>1</td><td>Payroll burden for PI Coordinator</td><td></td><td>$20,502.00</td></tr>
<tr><td>5</td><td>2</td><td>2</td><td>Payroll burden for ESL aide</td><td></td><td>$20,000.00</td></tr>
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<tr><th colspan="6">Title 1, Part A Supplementary Funds</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>On-line math resources (Countdown to STAAR by Math Warm-ups)</td><td></td><td>$5,325.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Chromebooks for access to digital resources</td><td></td><td>$17,550.00</td></tr>
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Addendums