

**Farmersville Independent School District**  
**Tatum Elementary School**  
**2020-2021 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)	11
Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.	17
Goal 3: All students will be educated in learning environments that are safe and conducive to learning.	21
Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	24
Goal 5: The district will increase the number of students graduating college, career, and/or military ready.	26
Goal 6: Tatum Elementary will meet or exceed the recommended attendance rate of 96%.	28
Goal 7: Tatum Elementary will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.	29
Campus Funding Summary	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Tatum Elementary Campus includes PreK - 1st Grade

The staff at Tatum Elementary School includes 22 teachers, 10 paraprofessionals, 2 professional support members, and 1 administrator.

**Campus Profile:** Grade Span: PreK – 1st grade

Student Enrollment by Ethnicity:

Am. Indian – 0%

Asian – 1.4%

African American – 4.9%

Hispanic – 40%

Native Hawaiian/Other Pacific Islander - 0%

White – 50%

Two or more races - 4%

EcoDis: - 54%

Non Eco Dis: 46%

ELL: 19%

### **Student Enrollment:**

ESL Ed – 19%

Gifted – 1.49%

Sp Ed – 18%

At Risk - 25%

Dyslexia - .75%

Economic Dis - 54%

### **Demographics Strengths**

Highly qualified Teachers

High Attendance Rate

Low mobility rate

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

**Problem Statement 1:** Low social economic students are showing the least amount of academic growth. **Root Cause:** Students that are identified as low social economic and at risk struggle with outside school support.

**Problem Statement 2:** Second language learners are not showing the academic growth needed to be on grade level. **Root Cause:** Second language learners have challenges in understanding and speaking the English language.

# Student Learning

## Student Learning Summary

Tatum Elementary

All schools in Texas must meet standards set in four state accountability areas. Due to the waiving of STAAR Testing for all Texas students in the aftermath of the COVID-19 pandemic, the latest assessment data comes from the 2018-2019 school year. For the 2018-2019 school year, Tatum Elementary/Farmersville Intermediate School met these targets: Index 1 - Student Achievement. Score: 85(state target score = 60) Index 2 - Student Progress. Score: 85(state target score = 32) Index 3 - Closing Performance Gaps. Score: (state target score = 28). These scores result in receiving a 2019 Texas Accountability Met Standard rating. Although we are proud of our scores, we know we can continue to move our students forward. On the 2019 STAAR, the following scores for all grades show the percentage at Approaches Standard or Above: Reading 3rd Grade: Approaches Standard: 80%, Meets: 42%, Masters: 24% 4th Grade: Approaches Standard: 83%, Meets: 59%. Masters: 26% 5th Grade: Approaches Standard: 93%, Meets: 58%, Masters: 32%. Math 3rd Grade: Approaches Standard: 86%, Meets: 49%, Masters: 20% 4th Grade: Approaches Standard: 83%, Meets: 54%. Masters: 29% 5th Grade: Approaches Standard: 96%, Meets: 44%, Masters: 28% Writing 4th Grade: Approaches Standard: 81%, Meets: 44%. Masters: 20% Science 5th Grade: Approaches Standard: 90%, Meets: 60%. Masters: 31% Analysis of the above scores by grade level and by each student group shows that almost all student groups have shown positive growth when comparing the 2018 and 2019 STAAR data in grades 4 and 5. There was a regression in scores for 3rd grade Reading, 4th grade Reading, and 4th grade Math, particularly within the Hispanic and low socioeconomic subpopulations. All cohort groups raised their passing percentages from the previous grade level except for the Approaches domain for 4th grade Reading which maintained the same Approaches percentage from the year before. Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring before, during, and after school. Tutorials are implemented for all students to grow, including for those students who should master concepts, but whose grade reflect higher mastery of skills. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups.

## Student Learning Strengths

Tatum Elementary School's students are in an learning environment that is conducive to learning and are engaged in lessons. The students show growth in academic performance which leads to a smooth transition to the next grade level. Passing percentages for Intermediate School students were near the top of their comparison groups for the 2018-2019 school year as compiled by aggregated STAAR data. Student STAAR scores at the Masters levels raised by 7% to 27% overall from 2018 to 2019. Overall Growth Percentage rose from 72% to 77% from 2018 to 2019. The Intermediate School received 5 out of 6 distinctions allotted to Elementary campuses: Academic Achievement in ELAR Academic Achievement in Math Top 25%: Comparative Closing the Gaps Top 25%: Comparative Academic Growth Post-Secondary Readiness

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Reading levels in 2nd grade fell from 1st grade.

# School Processes & Programs

## School Processes & Programs Summary

Tatum Elementary's Curriculum and Instructional focus is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

Teachers are equipped with research based/highly quality professional development to meet the needs of all students. All new teachers are provided with a campus mentor to meet with on a regular basis and give constructive feedback. It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for 36 teacher planning and staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development. The planning and professional learning days are a collaborative effort for all staff/teachers to feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals.

## School Processes & Programs Strengths

Teachers meet weekly to plan and collaborate in lesson planning.

Each Teacher meets with the counselor to discuss student needs and to document data for the RTI process. RTI meetings are scheduled and communication among all staff members and parents is on-going.

Teachers identify interpret summative and formative assessments to drive instructional decisions.

Technology is utilized in the classroom to engage students.

Teachers are highly qualified

Curriculum and academic resources/programs are assessed to determine validity and rigor.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The reading curriculum and practices need to be more systematic and rigorous. **Root Cause:** Collaboration among teachers, staff and administration.

# Perceptions

## Perceptions Summary

Tatum Elementary is a safe place for students and staff to be that they are comfortable and respected. It is very important that the parents of all students feel that their student is in an environment that is conducive to learning. Communication among teachers, parents and administration is open and a collaborative effort to grow student academically and socially. Parents expressed that teachers, administration and staff are easy to talk to and that all have the best interest of the student. The students expressed that they love to come to school to learn and play. They feel that Tatum a safe place to learn. The teachers and staff expressed that the campus is safe and campus administration is supportive and helpful. School discipline is clear and there are consequences to behavior. The staff states that the campus is safe and actions are taken to monitor and actively make adjustments to building emergency action plans.

## Perceptions Strengths

Students love learning and being at school.

Parents feel that they are heard and that their children are in a loving environment.

The academic and behavior expectations are high and important.

The building and environment are a conducive to learning, inviting and safe.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents want to volunteer and be more involved in the schools. **Root Cause:** Parents do not attend PTO meetings to know what the opportunities are to volunteer.

# 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals

## 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
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- State certified and high quality staff data
- 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
- T-P ESS data

# Goals

**Goal 1:** Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)





**Performance Objective 1:** Tatum Elementary students will obtain 90% Approaches, 60% Meets, and 30% Masters in Math and ELAR.

**Evaluation Data Sources:** 2019-2020 student assessment summary reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure each campus has Spanish-speaking personnel to work with students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Insure effective reading instruction program to improve the achievement of all students -targeting lowest achieving students- by coordinating and utilizing classroom teachers, reading interventionists, teacher facilitator, special needs staff and librarian.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administrator</p> <p><b>Funding Sources:</b> Personnel - 211 - Title I, Part A - 211 - \$73,658, SCE - personnel, contracted services, supplies - 199 - General Fund: SCE - \$194,192, Personnel, supplies - 199-State ESL - \$19,186</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Implement formative assessment plan and input into Aware to monitor student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director; Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, iPads and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director, Instructional Technology Facilitator, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Utilize 504 committee to evaluate assessment data and determine appropriate services for students with Dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dyslexia Staff and District Dyslexia Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Teachers of "transition grade" students will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.</p> <p>1st grade students will visit the Intermediate School campus at the end of their 1st grade year. Familiarizing students with the campus before starting.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Differentiation of instruction will be provided by classroom teachers to provide higher level thinking skills to challenge students.</p> <p>Resource: Differentiating Instruction with Menus Provide professional development to teachers. All teachers are trained for teaching Gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of teacher training/ certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, District/Campus Gifted Coordinator, Campus Gifted Teacher</p> <p><b>Funding Sources:</b> personnel, travel and supplies - 199- General Fund: GT - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<p><b>Strategy 8:</b> Differentiation of instruction will be provided to all ESL students by classroom teachers and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, District ESL Coordinator</p> <p><b>Funding Sources:</b> Instructional materials and teacher ESL certificates - 199-State ESL - \$700</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Provide Bilingual Teachers/Classrooms for English Language Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION-identified ESL students placed in bilingual kinder and 1st grade classrooms IMPACT- effective instruction for ELL learners</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Administrator</p> <p><b>Funding Sources:</b> Title 2 "state exception set aside funds" - 199-State ESL</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 10:</b> Implement RtI (Response to Intervention) procedures and collaborate with staff to identifying students that are at risk (academic and behavior/social) to provide appropriate programming for the student.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION-RtI paperwork, meetings, parent contact logs IMPACT - effective strategies in place to show student growth/progress</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Campus Administrator, District RtI Committee Members</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 11:</b> Provide a Pre-K program to improve cognitive, health and social emotional outcomes for 4 year old children.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- class enrollment, guideline check list IMPACT- Readiness skills of preschool students</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administrator</p> <p><b>Funding Sources:</b> Personnel, supplies - 205-Head Start - \$45,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 12:</b> Provide tutorials during school year and summer school for students who are failing, at risk of failing, need remediation, and not meeting growth expectations for formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- Attendance sheets for tutorials and summer school, student academic data on formative and summative assessments IMPACT- students will receive instructive, effective and timely assistance to meet individual needs-increasing student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)

**Performance Objective 2:** Increase Special Education goal progress/mastery on IEPs.

**Evaluation Data Sources:** IEP progress reports and ARD meeting documentation.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, SpEd Case Managers, SpEd Staff/Teachers</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> personnel, contracted services, supplies - 199 - General Fund: SpEd - 199 - \$205,623</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)

**Performance Objective 3:** Increase ESL passing rate on formative assessments and English Language Proficiency Status percentage.

**Evaluation Data Sources:** Report cards/formative assessment grade  
TELPAS

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Ensure each campus has Spanish-speaking personnel to work with students.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing data, schedules                      2. IMPACT - ELL student progress reports  <b>Staff Responsible for Monitoring:</b> Superintendent;                      Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize EduGence system to house and track students' test scores (TELPAS, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers                      2. IMPACT - Student accommodations allow for student success in classwork and assessments  <b>Staff Responsible for Monitoring:</b> ESL Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 3:</b> Bilingual Kindergarten Classroom - ensuring students can have curriculum instruction in English and Spanish.  <b>Strategy's Expected Result/Impact:</b> None  <b>Staff Responsible for Monitoring:</b> Campus Administrator, Bilingual Teacher,                      District ESL Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)

**Performance Objective 4:** District will meet TEA performance indicator of "Federal Limits on Alternative Assessments".

**Evaluation Data Sources:** 2018 TEA Accountability Summary

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Federal Limits on Alternative Limits will be monitored and accommodations will be appropriate to students' identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Student assessment decisions documented according to IEP 2. IMPACT - Students taking the Alternative assessment will meet the requirement and all accommodations will be appropriate for each student</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Director; Diagnosticians</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1:** Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELAR, Mathematics, Science, and Social Studies)

**Performance Objective 5:** Increase Reading/Literacy skills improving student progress/growth.

**Evaluation Data Sources:** Saxon Phonics, Heggerty-Phonemic Awareness, Rigby Readers, HMH curriculum, Reading Running Records, Formative Assessments, Progress Reports and Report Cards

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monitor formative assessments to ensure student growth/success.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of student assessments and lesson plans, All in Learning 2. IMPACT - Students will receive quality assessments to target instruction needs, leading to increased academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Implement Math Seeds to provide math support to students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Program Reports</p> <p><b>Staff Responsible for Monitoring:</b> Computer Lab Instructor Teacher Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Disaggregation of student data and identifying student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of student data and teacher training/certification All in Learning 2. IMPACT - Teacher will obtain student data that can address strengths and weakness which will result academic growth and success.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Campus Administrator District Curriculum Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Performance Objective 1:** Maintain that all core academic subject area classes are taught by highly qualified teachers.

**Evaluation Data Sources:** Personnel documentation  
Teacher certificates

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Opportunities for all students to meet State standards in all core subjects-ensuring student accommodations are being meet.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- lesson plans, vertical teaming, grade level planning/meetings IMPACT- All students showing growth on state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Supportive Staff, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers in need of additional certifications will receive information about test dates and registration requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- communication and information regarding test dates and locations IMPACT- teachers will have needed information to get the certifications required for teaching position.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> District administrative personnel will participate in job fairs to bring certified candidates to campus principals to consider for hire.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- documentation of job fair attendance IMPACT-maintain highly qualified/certified teachers in teaching positions.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent and Admin Administrative Personnel</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Performance Objective 2:** Increase teacher retention rate.

**Evaluation Data Sources:** Exit interviews  
HR data

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Create Technology Leadership Cadre (professional learning community) of teachers Pre K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Facilitator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Performance Objective 3:** Provide research based professional development in the area of student assessment and targeted instruction.

**Evaluation Data Sources:** Professional development agenda and teacher certificates

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement T-TESS program for evaluating teacher instruction. <b>Strategy's Expected Result/Impact:</b> T-TESS teacher self reports and evaluation <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teacher	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Performance Objective 4:** Provide support to new teachers through teacher mentors.

**Evaluation Data Sources:** Mentor Program monitoring

**Summative Evaluation:** None





<b>Strategy 1:</b> Provide new teachers a teacher mentor to provided support at the campus level. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - teacher and teacher mentor meetings, provide resources 2. IMPACT - increased retention rate among first year teachers <b>Staff Responsible for Monitoring:</b> Mentor Teacher Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Provide teachers needed professional development and resources. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers and knowledge of needed content area <b>Staff Responsible for Monitoring:</b> Curriculum Director Campus Administrator <b>Funding Sources:</b> - 255 - Title II, Part A TPTR - 255 - \$3,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 1:** Practice procedures in place for emergencies to ensure staff and student safety.

**Evaluation Data Sources:** Campus drill reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways</p> <p><b>Staff Responsible for Monitoring:</b> Front Office Staff, Campus, Administrator, Police Chief</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All teachers and staff will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, seizure awareness, concussions, and maltreatment of children, and bullying prevention. (all safety training required by TEA)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers/staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code AfA,A,ÂSS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 2:** Implement drug and violence prevention programs.

**Evaluation Data Sources:** School activities-Red Ribbon Week

Discipline report

School Police report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].</p> <p>All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Counselors and campus administrator will meet with students assigned to ISS/OSS to help develop a plan to decrease the problematic behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- communication logs/documentation and parent contact documentation IMPACT- reduce the number of students in ISS/OSS</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue










**Goal 4:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Monitor attendance and student performance.

**Evaluation Data Sources:** 2019-20 Attendance Data

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide materials/resources to students/parents for absences.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Technology Department; Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize after school and Saturday school for student credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- student attendance -making up time IMPACT- reduce the number of students with unexcused absences and incomplete work</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 3:</b> Provide Homebound services for students that are in need-ensuring students maintain grades/credit for classes.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- Meetings, documentation, homebound program information provided IMPACT- insure students are getting services and credit for completion of grade.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Provide summer school for remediation.

**Evaluation Data Sources:** Summer school student attendance documentation and curriculum/lesson plans

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Students that needs summer school for remediation will increase/maintain academic skills for promotion to the next grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - parent, teacher and administrator meeting minutes and student academic data 2. IMPACT - increase academic skills and promotion to next grade level</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Campus Principal Teachers</p> <p><b>Funding Sources:</b> Summer School Staff - 211 - Title I, Part A - 211 - \$6,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Implement the District Truancy Plan</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- attendance records, truancy plan documentation IMPACT- increase attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students at risk due to neglect, foster care or homelessness will receive counseling and assistance with school means and school related fees-as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- PEIMS documentation (homelessness, At-Risk) Free and Reduced Meal applications and documentation IMPACT- increase attendance rate, student academic growth and school participation in activities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Administrators, Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** The district will increase the number of students graduating college, career, and/or military ready.

**Performance Objective 1:** 100% of families of LEP students will have communication provided in their home language.

**Evaluation Data Sources:** Documentation of home-school communication

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Ensure each campus has Spanish-speaking personnel to communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Conduct meetings and provide information for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Parents have the option to have school and district technology communication translated - school and district website, facebook and teacher/parent communication apps (remind etc)</p> <p><b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION- continue to communicate through technology IMPACT- increased communication and knowledge with parents and school staff</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Technology Director, Teachers/Staff, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Conduct an annual Title 1 parent, family and community involvement meeting to discuss program policy, sharing information and answering questions to ensure participation and knowledge of district and campus educational expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information</p> <p>2. IMPACT - collaboration among schools, parents, families, and community increasing student success</p> <p><b>Staff Responsible for Monitoring:</b> District Federal Programming Coordinator, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** The district will increase the number of students graduating college, career, and/or military ready.

**Performance Objective 2:** 100% of Title 1 students will have school-parent compacts. Identifying the schools responsibilities, the parents responsibilities and the students responsibilities.

**Evaluation Data Sources:** Documentation of school-parent communication and meetings signed school-parent compacts.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide "The Parent Involvement Connection" information resource in both English and Spanish for parents of elementary students, grades Pre-K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Districts Federal Program Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Conduct an annual Title 1 parent, family and community involvement meeting to discuss program policy, sharing information and answering questions to ensure participation and knowledge of district and campus educational expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Meeting sign in sheets, meeting handouts/parent information 2. IMPACT - collaboration among schools, parents, families, and community increasing student success</p> <p><b>Staff Responsible for Monitoring:</b> District Federal Programming Coordinator, Campus Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 3:</b> Provide professional development to teachers and support staff on positive parent communication and conducting a effective parent/teacher conference.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Staff development sign in sheets and training agenda 2. IMPACT - increased positive interaction among staff and parents -effective interaction with staff and parents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers/Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Tatum Elementary will meet or exceed the recommended attendance rate of 96%.

**Performance Objective 1:** Teachers, Office Staff, and Administrators will continue to contact remote and face-to-face absent student parents to document reason for absence.

**Evaluation Data Sources:** attendance reports  
documentation of parent contact

**Summative Evaluation:** None

**Goal 7:** Tatum Elementary will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

**Performance Objective 1:** Teachers will communicate with parents about students academic growth.

**Evaluation Data Sources:** parent conferences (phone or zoom)  
academic assessment information sent home  
Grade level newsletters with weekly academic goals and homework

**Summative Evaluation:** None

# Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SCE - personnel, contracted services, supplies		\$194,192.00
<b>Sub-Total</b>					\$194,192.00
<b>Budgeted Fund Source Amount</b>					\$202,458.00
<b>+/- Difference</b>					\$8,266.00
199 - General Fund: SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	personnel, contracted services, supplies	199	\$205,623.00
<b>Sub-Total</b>					\$205,623.00
<b>Budgeted Fund Source Amount</b>					\$295,147.00
<b>+/- Difference</b>					\$89,524.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Personnel	211	\$73,658.00
4	2	1	Summer School Staff	211	\$6,000.00
<b>Sub-Total</b>					\$79,658.00
<b>Budgeted Fund Source Amount</b>					\$82,053.00
<b>+/- Difference</b>					\$2,395.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2		255	\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$19,025.00
<b>+/- Difference</b>					\$16,025.00
205-Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Personnel, supplies		\$45,000.00

205-Head Start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$45,000.00
<b>Budgeted Fund Source Amount</b>					\$45,684.00
<b>+/- Difference</b>					\$684.00
199-State ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Personnel, supplies		\$19,186.00
1	1	8	Instructional materials and teacher ESL certificates		\$700.00
1	1	9	Title 2 "state exception set aside funds"		\$0.00
<b>Sub-Total</b>					\$19,886.00
<b>Budgeted Fund Source Amount</b>					\$42,212.00
<b>+/- Difference</b>					\$22,326.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					\$1,500.00
199- General Fund: GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	personnel, travel and supplies		\$2,500.00
<b>Sub-Total</b>					\$2,500.00
<b>Budgeted Fund Source Amount</b>					\$3,500.00
<b>+/- Difference</b>					\$1,000.00
199-State Early Ed Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$101,800.00
<b>+/- Difference</b>					\$101,800.00



199-State Early Ed Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total</b>	\$549,859.00