DeSoto Independent School District

Frank D. Moates Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: F

Mission Statement

The mission of DeSoto ISD is to ensure students, without exception, learn and grow at their highest levels.

Mr. David Paraham

Principal Frank Moates Elementary

Vision

The vision of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

Value Statement

Our Values:

Every Student

Relentless Equity

Unconditional Belonging

Collective Excellence

Courageous LearningCommunity Greatness

Graduate Profile:

Our approach to graduate success will be driven by learning opportunities designed to provide solutions to real-world problems through research-based and STEM-focused thinking as well as critical thinking, communication, and social justice orientation.

Commitments & Priorities:

DeSoto ISD has adopted seven commitments that encompass the aspirations of the district. Each of these commitments include a set of priorities (or strategies) that go along with

them.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 8
School Processes & Programs 11
Perceptions 13
Priority Problem Statements 14
Comprehensive Needs Assessment Data Documentation 15
Goals 17
Goal 1: Increase the percentage of students graduating CCMR-ready from 88% in May 2025 to 95% in May 2030 17
Goal 2: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Reading from 32% in May 2026 to 48% by May 2030 19
Goal 3: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Math from 21% in May 2026 to 42% by May 2030 23
Title I 27
Campus Advisory Committee 28
Campus Based Leadership Team 29
Campus Funding Summary 30

Comprehensive Needs Assessment

Revised/Approved: October 8, 2026

Demographics

Demographics Summary

Demographic Summary:

Frank D. Moates Elementary serves students in DeSoto and Glenn Heights. The campus is located in the city of Glenn Heights, TX. Glenn Heights is growing at a very rapid pace with ongoing new home construction. The city is one of the fastest growing communities in Southeast Dallas County. Frank Moates campus is one of the oldest campuses in DeSoto ISD and was approved by a bond for a complete rebuild. Many community meetings were held for the redesign model of the campus. All models have been approved by bond commitees and the estimated completion window for the new campus will be to open for the 2028-29 academic school year.

During the rebuild of the current campus, students are being housed with Cockrell Hill Elementary, the paired K-2 campus. Frank D. Moates continue to service students from grades 3-5. The campus is the designated campus for our Bilingual Program. This year due to bond approved updates at Cockrell Hill Elementary, Cockrell Hill Elementary will be experiencing several classroom upgrades. CHE will be under partial construction limiting the use of up to 8 classrooms at a time. This has resulted in only being able to house Bilngual students only in 4th and 5th grades.

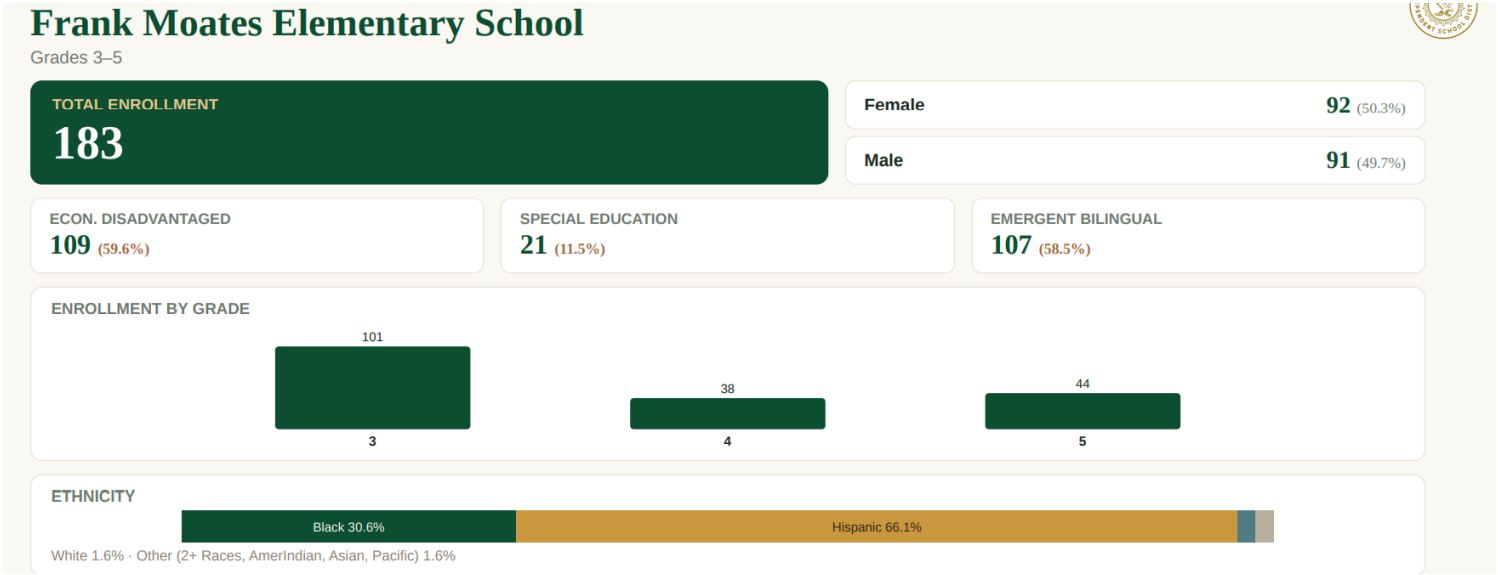
As of October, 2026, Frank Moates is servicing 365 students:

3rd Grade (Gen Ed and Bilingual): 101 students

4th grade: 38 students

5th grade: 44 students

4th and 5th grade general education students previously at Frank Moates are being supported at The Meadows Elementary for the 2026-27 school year.



Demographics Strengths

Demographic Strengths:

Select or adapt a minimum of 5

- ☑Offering cultural experiences for our diverse population.
- ☑Growing our student enrollment through choice opportunities.
- ☑Increasing student attendance through targeted efforts.
- ☑Creating opportunities for family engagement.
- ☑Providing quality, ongoing professional development to teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American students account for approximately 90% of discipline referrals.
Root Cause: Students are lacking instruction and supports for self-regulation and conflict resolution

Student Learning

Student Learning Summary

Frank D. Moates fell from a D rating for the 2024-25 school year to an F rating for the 2025-26 school year. The school fell 9 points from a 67 (D) to a 58 (F).

2026 Accountability Rating Overall Summary
FRANK D MOATES EL (057906108) - DESOTO ISD - DALLAS COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**58**	**F**	
Student Achievement		**51**	**F**	**0%**
STAAR Performance	25	51		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**56**	**F**	**70%**
Academic Growth	49	56	F	✓
Relative Performance (Eco Dis: 74.9%)		51	F	
Closing the Gaps	**15**	**61**	**D**	**30%**

The most significant loss was in Domain 3. The campus fell from a 70 to a 61 due to a decline in students performing at the Meets or Higher levels in Reading and Math from the previous year as well as a decline in student growth in Domain 2A.

Data suggest that students declined in Reading Language Arts predominately due to poor performance on essay response questions (Short and Extended Constructed Responses) as well as grammar, revising and editing. Many students got 0 points on constructed responses and performed poorly on revising and editing.

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	2	24	8.3	30.0%	2.5
Growth Status	2	24	8.3	50.0%	4.2
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	1	16	6.3	10.0%	0.6
Closing the Gaps Score					**15**

School Progress: Academic Growth RLA and Math			
	Count	**Points**	**Calculated**
Annual Growth Points Earned	277.0	1	277.00
Accelerated Learning Points Earned	57	0.25	14.25
Sum of Annual Growth plus Accelerated Learning Points			291.25
Total Tests Evaluated			593
Academic Growth Score			**49**

Annual Growth RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	274	0	0
Tests Earning 0.5 Points	84	0.5	42.0
Tests Earning 1 Point	235	1	235
Annual Growth Points Earned			277.0
Total Tests Evaluated			593
Annual Growth Score			**47**

Accelerated Learning RLA and Math			
	Count	**Points**	**Calculated**
Tests Earning 0 Points	239	0	0
Tests Earning 1 Point	57	1	57
Accelerated Learning Points Earned			57
Total Tests Evaluated			296
Accelerated Learning Score			**19**

Student Learning Strengths

Bilingual Students receiced 3 of 4 points for student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students performed at the following STAAR performance categories for STAAR Mathematics for the 2025-2026 school year: 3rd Grade- 8% Meets, and 8% Masters 4th Grade- 14% Meets, and 10% Masters 5th Grade- 15% Meets, and 8% Masters
Root Cause: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 2 (Prioritized): 26% of all students perform at Meets level on STAAR Reading
Root Cause: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 3 (Prioritized): 21% of all students perform at Meets level on STAAR Math.
Root Cause: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 4 (Prioritized): 9% of SPED students performed at Meets Level for Reading and 3% for Mathematics.
Root Cause: SPED teachers need more support and training in progress monitoring and highly effective resource and inclusion models. SPED teachers need more support with instructional planning.

Problem Statement 5: African American students performed at 26% for Meets for Reading and 16% for Mathematics
Root Cause: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

School Processes & Programs

School Processes & Programs Summary

Weely PLC's occur by grade level for 45 minutes. The predominant PLC types are as follows:

Look Forward PLC-Lesson interalization and Lesson Rehearsal

Look Back-Student Work Analysis (Data Meeting)

PLC Days:

Wednesdays: 3-5 Math, 3-5 RLA

Thursdays: K-2 (Math and RLA)

Vertical Planning by content occurs approximately once per month during staff meetings on Wednesdays

Extended planning occurs as needed for teachers needing additional support with lesson delivery or key high-yield instructional practices.

The campus Instructional Leadership Team is comprised of Principal, Assistant Principal and Intervention Specialist. This year the team has the Region LIFT grant Coach to support in the following areas:

Coaching and Feedback

PLC

Classroom Observations

The LIFT Coach comes monthly to observe all 3 and to give feedback and support to the Principal as he gives coaching and feedback to his ILT and to teachers.

Key Strategic Systems for Instruction for the 2025-26 Year:

- Student data trackers-tracks iReady, STAAR Interim and district assessments
- Exit Ticket tracker-tracks student progress on daily curriculum exit tickets
- Weekly PLC's (Look Forward and Look Back)
- Targeted daily intervention during WIN Time

- 4 Title 1 Intervention Tutors working with 2-5 grade students or are 2 or more grades below in Reading and Math (Mondays/Wednesdays-RLA, Tuesdays/Thursdays-Math, Fridays-progess monitoring assessment
- MTSS Meetings each 6 Weeks: Identify academic and behavioral supports and possible referrals

Student Engagement

- Campus Currency-Eagle Bucks
    - Positive reinforcement for good behavior and showing compliance in common areas such as hallway transitions, cafeteria
    - Academic Achievement-Meets/Masters or growth on campus and district assessments
- School Store-once per 6 weeks-students purchase items with Eagle Bucks
- Weekly iReady top performers certificates
- Perfect attendance celebrations and student drawings each 6 weeks
- After School Clubs: Starlettes (K-2) Dance Team (3-5), Band and Choir

School Processes & Programs Strengths

- Weekly PLC's by content
- Student data trackers
- DOL tracker
- High Quality Instructional Materials (Math)
- Weekly Learning Walks and Calibrations
- Coaching and Feedback tracker.

Perceptions

Perceptions Summary

FME has a remnant of a PTA that still participates peridocialy with campus events. CHE has a formal PTA that is more active with student activities, predominately dance.

We are lacking in volunteer upport. Many volunteer links and QR codes and messages have been sent but very few volunteers come to campus to support. We are continuing to look for ways to engage volunteers.

Parents are very active in campus events such as eating lunch with their scholars each Thursday, Grandparents luncheone, donuts with dad and muffins for mom. Parents also show great support for special performances for choir and band for Hispanic Heritage Month, Holiday Program and Black History Month.

Initial surveys to parents during goals night reflected that parents want a monthly calendar of events and to ensure all communication is sent home in English and Spanish.

Perceptions Strengths

Most parents do feel that they have access to administration to address concerns as well as a friendly, welcoming front office staff upon visiting the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers overall feel that feedback and the evaluation process are not highly effective and do not yield improvements in instruction.
Root Cause: Feedback and coaching was inconsistent due to ongoing campus challenges and interruptions to the coaching feedback cycle.

Priority Problem Statements

Problem Statement 12: African American students account for approximately 90% of discipline referrals.

Root Cause 12: Students are lacking instruction and supports for self-regulation and conflict resolution

Problem Statement 12 Areas: Demographics

Problem Statement 13: Students performed at the following STAAR performance categories for STAAR Mathematics for the 2025-2026 school year: 3rd Grade- 8% Meets, and 8% Masters 4th Grade- 14% Meets, and 10% Masters 5th Grade- 15% Meets, and 8% Masters

Root Cause 13: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 26% of all students perform at Meets level on STAAR Reading

Root Cause 14: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 21% of all students perform at Meets level on STAAR Math.

Root Cause 15: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 15 Areas: Student Learning

Problem Statement 16: 9% of SPED students performed at Meets Level for Reading and 3% for Mathematics.

Root Cause 16: SPED teachers need more support and training in progress monitoring and highly effective resource and inclusion models. SPED teachers need more support with instructional planning.

Problem Statement 16 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Observation Survey results

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Increase the percentage of students graduating CCMR-ready from 88% in May 2025 to 95% in May 2030

Performance Objective 1: Percentage of High School students who graduate college, career, and/or military ready will increase to at least 95% by May 2030 as aligned to the District Board Goals.

High Priority

Evaluation Data Sources: iReady- Projection Data/MAP
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be exposed to CCMR weekly through college day, career and college presentations, interviews, schoollinks, and an annual career fair. **Strategy's Expected Result/Impact:** 100% of students will be exposed to CCMR as a culture of college and career readiness. **Staff Responsible for Monitoring:** Counselor Teachers Assistant Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parents will have access to Parent University focusing on the following topics: Effective parent engagement and involvement, financial literacy, health and human services resources, parenting skills, supports for behavioral or emotional disorders. **Strategy's Expected Result/Impact:** Increase partent particpation in family engagment events by 10% from previous year attendance. **Staff Responsible for Monitoring:** Campus Student and Parent Engagement Committees PTA Counselor **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** Parent Engagement Resources - 211 - Title I - $1,637.50				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Reading from 32% in May 2026 to 48% by May 2030

Performance Objective 1: Increase the percentage of students performing at Meets Level from 26% to 50% and at the Master's Level from 9% to 25% by Spring 2026.

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ELAR/SLAR Teachers will participate in weekly instructional planning including plan and practice, slide deck differentiation, analysis of student work and data analysis for reteach. **Strategy's Expected Result/Impact:** 80% of Teachers will perform at the proficiency level for Content Knowledge in T-TESS Summative Conferences by May 2026. **Staff Responsible for Monitoring:** AF AP ELAR/SLAR Teachers **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 80% of teachers will be proficient at delivering daily, objective -driven lessons by using a daily demonstration of learning or exit ticket tracker. **Strategy's Expected Result/Impact:** 80% of students consistenly demonstrate mastery of the daily demonstration of learning or exit ticket. **Staff Responsible for Monitoring:** Teacher AF Assistant Principal **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will participate in targeted tutoring based upon academic needs: Remediation, intervention and acceleration. Remediation-students 2 or more grade levels below Intervention-students 1 grade level below Acceleration-Students on or above grade level. **Strategy's Expected Result/Impact:** 90% of students performing at Approaches High in STAAR Reading will perform at Meets Level for STAAR Reading in Spring 2026. **Staff Responsible for Monitoring:** Teachers AF Assistant Principal **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 **Funding Sources:** Tutoring - 211 - Title I - $7,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special Education Teacher Assistants will provide additional classroom support in classrooms, supporting small group instruction and reading recovery Tier 3 resources such as iReady, SIPS and Reading Mastery. **Strategy's Expected Result/Impact:** Increase percentage of SPED students performing at Meets Level for Reading from 10% to 20% for Reading **Staff Responsible for Monitoring:** SPED TA's Principal **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will participate in ongoing, high-impact professional development, focused on pedagocial practices designed to support students with Readling Language Arts skills especially in the writing process, grammar, revising and editing. **Strategy's Expected Result/Impact:** 3-5 grade STAAR Extended Constructed response will move up from a campus average score of .83 points out of 10, to an average of 3 points out of 10. **Staff Responsible for Monitoring:** Principal AP Intervention Specialist ELAR/SLAR Teachers **Title I:** 2.51 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 **Funding Sources:** Professional Development - 211 - Title I - $2,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Substitutes will support teachers to participate in extended instructional planning to enhance the quality of preparendess for high quality first-teach instruction. **Strategy's Expected Result/Impact:** 50% of students perform on or above grade level for EOY iReady Reading at Meets/Masters levels for STAAR Reading. **Staff Responsible for Monitoring:** Prinicpal AP Intervention Specialist ELAR/SLAR Teachers **Title I:** 2.52 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 **Funding Sources:** Title 1 Substitutes - 211 - Title I - $5,721.61				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 26% of all students perform at Meets level on STAAR Reading **Root Cause**: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction
Problem Statement 4: 9% of SPED students performed at Meets Level for Reading and 3% for Mathematics. **Root Cause**: SPED teachers need more support and training in progress monitoring and highly effective resource and inclusion models. SPED teachers need more support with instructional planning.

Goal 3: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Math from 21% in May 2026 to 42% by May 2030

Performance Objective 1: Increase the percentage of students performing at Meets Level from 13% to 50% and at the Master's Level from 6% to 30% by Spring 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Math Teachers will participate in weekly instructional planning including plan and practice, slide deck differentiation, analysis of student work and data analysis for reteach. **Strategy's Expected Result/Impact:** 80% of staff will be proficient in content knowledge T-TESS Dimenstion 2.2-Content Knowledge by May 2026. **Staff Responsible for Monitoring:** Principal Math AF **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 80% of teachers will be proficient at delivering daily, objective -driven lessons by using a daily demonstration of learning or exit ticket tracker. **Strategy's Expected Result/Impact:** 80% of students consistenly demonstrate mastery of the daily demonstration of learning or exit ticket. **Staff Responsible for Monitoring:** Teachers Math AF Principal **Title I:** 2.52 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will participate in targeted tutoring based upon academic needs: Remediation, intervention and acceleration. Remediation-students 2 or more grade levels below Intervention-students 1 grade level below Acceleration-Students on or above grade level. **Strategy's Expected Result/Impact:** 90% of students performing at Approaches High in STAAR Math will perform at Meets Level for STAAR Reading in Spring 2026. **Staff Responsible for Monitoring:** Teachers Principal **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3 **Funding Sources:** After School Tutoring - 211 - Title I - $7,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special Education Teacher Assistants will provide additional classroom support in classrooms, supporting small group instruction with a focus on fluency and problem solving **Strategy's Expected Result/Impact:** Increase percentage of SPED students performing at Meets Level for Math from 5% to 20%. **Staff Responsible for Monitoring:** SPED TA's Principal **Title I:** 2.52 - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will participate in ongoing, high-impact professional development, focused on pedagocial practices designed to support students with accelerated learning in mathematics achievement in the following areas: fluency, problem solving, algebraic expressions, geometry and measurement and financial literacy. **Strategy's Expected Result/Impact:** By May 2027, 50% of students will perform on or above grade level on EOY iready and 50% of 3-5 students will perform at Meets level for STAAR Math. **Staff Responsible for Monitoring:** Principal AP Math ILD Intervention Specialist Math Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3 **Funding Sources:** Professional Development - 211 - Title I - $2,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Substitutes will support teachers to participate in extended instructional planning to enhance the quality of preparendess for high quality first-teach instruction. **Strategy's Expected Result/Impact:** 50% of students perform on or above grade level for EOY iReady Math at Meets/Masters levels for STAAR Math **Staff Responsible for Monitoring:** Prinicpal AP Intervention Specialist ELAR/SLAR Teachers **Title I:** 2.52 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3 **Funding Sources:** Title 1 Substitutes - 211 - Title I - $5,721.61				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 21% of all students perform at Meets level on STAAR Math. **Root Cause**: Tier 1 Instruction lacks alignment with rigor to state standards and fidelity of daily objective driven instruction

Problem Statement 4: 9% of SPED students performed at Meets Level for Reading and 3% for Mathematics. **Root Cause**: SPED teachers need more support and training in progress monitoring and highly effective resource and inclusion models. SPED teachers need more support with instructional planning.

Title I

Campus Advisory Committee

Committee Role	Name	Position
Non-Classroom Professional	Hortencia Benavides	Office Manager
Classroom Teacher	Eva Acosta	Bilingual Teacher
Classroom Teacher	Patricia Reed	SPED/Inclusion
Non-Classroom Professional	Kemesha Jackson	Instructional Specialist
Parent	Ravine Taylor	PTA President
Counselor/Member	Erica Sampson	Counselor
AP/ Member	Yolanda Lilly	Assistant Principal
Principal/Member	David Paraham	Principal
Classroom Teacher	Horsley Olivia	3rd Grade Teacher

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Catherine Chavez-Fields	4th/5th ELAR/SLAR
Classroom Teacher	Patricia Reed	SPED/Inclusion
Non-Classrom Professional	Hortencia Benavides	Office Manager
Community Partner	Amen Kamau	Title 1 Tutor
Teacher	Olivia Horsley	3rd Grade Teacher
Non-classroom Professional	Erica Sampson	Counselor
Administrator	Yolanda Lilly	Assistant Principal
Administrator	David Paraham	Principal

Campus Funding Summary

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Parent Engagement Resources		$1,637.50
2	1	3	Tutoring		$7,500.00
2	1	5	Professional Development		$2,500.00
2	1	6	Title 1 Substitutes		$5,721.61
3	1	3	After School Tutoring		$7,500.00
3	1	5	Professional Development		$2,500.00
3	1	6	Title 1 Substitutes		$5,721.61
				Sub-Total	$33,080.72
				Budgeted Fund Source Amount	$1,637.50
				+/- Difference	-$31,443.22
				Grand Total Budgeted	$1,637.50
				Grand Total Spent	$33,080.72
				+/- Difference	-$31,443.22