

Ector County Independent School District

Sam Houston Elementary

Improvement Plan

2020-2021



Mission Statement

Sam Houston Mission

At Sam Houston Elementary, we strive to empower lifelong learners in a nurturing environment. We embrace an academic spirit of excellence by developing knowledge and skills and promoting determination, integrity, family, and community involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

**PEIMS DATA REVIEW - FALL PEIMS COLLECTION
SAM HOUSTON ELEMENTARY**

2016-2017 2017-2018 2018-2019 2019-2020 DIFFERENCE

STUDENT DATA					
Total Enrollment	484	511	534	470	-64
Total Membership	484	511	534	470	-64
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	59	84	91	65	-26
Grade 1	82	76	97	96	-1
Grade 2	101	91	72	76	4
Grade 3	77	105	78	62	-16
Grade 4	80	77	110	73	-37
Grade 5	85	78	86	98	12

Ethnic Distribution					
White	57	69	69	50	-19
Hispanic / Latino	398	410	429	384	-45
Black or African American	23	21	19	19	0
Asian	2	0	2	3	1
American Indian or Alaska Native	0	1	1	0	-1
Native Hawaiian/ Pacific Islander	2	2	3	4	1
Two or More	2	8	11	10	-1

Special Populations					
At Risk	272	288	258	309	51
Economic Disadvantaged	349	372	438	368	-70
Lep	113	126	129	127	-2
Special Education	57	62	60	45	-15
Career & Technology Ed	0	0	0	0	0
Bilingual Education	99	108	116	104	-12
ESL Education	12	12	9	4	-5
Alternative Language				19	
Gifted & Talented Education	28	29	22	22	0
Title I	483	511	534	470	-64
Immigrant	2	4	4	15	11
Migrant	0	1	2	0	-2
Military Connected	0	0	0	3	3
Foster Care	4	4	6	2	-4
Homeless	19	25	44	47	3
Dyslexia	18	25	29	23	-6

Demographics Strengths

Sam Houston has a mobility rate of ___ students and teachers.

Our Kinder through fifth grade classrooms meet the required student to teacher ratio.

Student Achievement

Student Achievement Summary

Grade 3 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		24		24	27				24	0	35
2018	47	25	36	28	20	0			22	10	32
2017	49	34	37	33	40	20		100	31	0	27

Grade 4 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		12		12	11	0			12	11	5
2018	49	41	36	41	67	20		100	42	25	22
2017	47	42	32	40	80				39	0	25

Grade 5 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		37		34	100	20			38	0	20
2018	58	50	42	49	73				46	0	36
2017	50	43	35	43	38	40			41		13

Grade 3 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		31		27	45				31	0	71
2018	43	21	32	22							
2017	45	32	34	34					29		

Grade 4 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
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Grade 4 Reading Meets Grade Level

2019		18		19	11				18	0	14
2018	46	43	33	44	67	20			48	25	22
2017	44	30	30	29					28		

Grade 5 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or MoreEcoDis	Special Ed	ELL
2019		29		29	25	20		30	0	20
2018	54	39	38							
2017	48	25	32	25						

Year	State	SH	District	H	W	AA	Asian	2 or MoreEcoDis	Special Ed	ELL
2019		11		10	11			13	0	0
2018	41		27							
2017	36		22							

Students in 4th and 5th grade are making progress in Math and Reading in Domain 2.

Student Achievement Strengths

Growth in 4th grade Writing scores in 2019.

Student achievement strengths include progress in Domain 2 in Math and Reading scores for 4th and 5th grade. 5th grade Math scores have exceeded growth expectations for Domain 2 and 3.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 2 (Prioritized): The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 3 (Prioritized): The English Language Proficiency Status score is a 25% which is 11% below the state target for 2019. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

School Culture and Climate

School Culture and Climate Summary

Sam Houston students and staff feel safe on campus. We strive to be a welcoming and positive environment for students, parents and staff.

For the 2020-21 school year, Sam Houston will continue implementing Capturing Kids Hearts campus wide. This has been a shift in mindset for staff and students as it focuses on building a positive relationship and classroom communities.

School Culture and Climate Strengths

There is a decrease in the number of discipline referrals for students.

There are more active student clubs: Chess, Guitar, Piano

Eagle of the Month recognitions

Attendance celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent communication in the areas of academic performance on a consistent basis. **Root Cause:** We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

In 20-21, At Sam Houston all students will be taught by highly qualified teachers and instructional paraprofessionals. Sam Houston has 24 full time classroom grade level teachers, 1 Reading Coach, 1 PE Teacher, 1 Music Teacher, 2 Special Education Teachers and a Dyslexia Teacher. We will be implementing Opportunity Culture with an MCL in 2nd - 5th grade and Instructional Specialist for Pk - 2nd.

Staff Quality, Recruitment, and Retention Strengths

STAFF FTE SUMMARY					
Total Staff	49.4	49.1	46.3	42.5	-3.8
Teachers	31.8	32.9	31.5	31.2	-0.3
Professional Support	6.7	6.1	6.1	4.4	-1.7
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	8.9	8.1	6.7	4.8	-1.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex					
White	23.9	26.3	22.0	20.0	-2.0
Hispanic	23.5	22.5	22.9	21.5	-1.4
Black	1.0	1.0	1.3	1.0	-0.3
Other	1.0	0.2	0.2	0.0	-0.2
White Male	2.1	3.3	2.0	3.1	1.1
White Female	21.8	23.0	20.0	16.9	-3.1
Hispanic Male	4.1	4.1	3.1	3.1	0.0
Hispanic Female	19.5	18.5	19.8	18.3	-1.5
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	1.0	1.3	1.0	-0.3
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	1.0	0.2	0.2	0.0	-0.2
Teachers by Highest Degree Held					
No Degree	0.0	0.0	0.0	1.0	1.0

Bachelors	24.4	24.6	24.6	22.5	-2.1
Masters	7.5	8.3	6.9	7.7	0.8
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	0.0	4.0	5.7	1.7
1-5 Years Experience	18.1	10.1	7.1	10.3	3.2
6-10 Years Experience	5.0	12.0	8.2	2.8	-5.4
11-20 Years Experience	5.7	6.2	9.9	10.0	0.1
Over 20 Years Experience	3.0	4.6	2.3	2.5	0.2
Teachers by Population Served					
Regular Education	22.0	22.3	20.2	20.4	0.2
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	6.0	6.0	6.0	6.0	0.0
Compensatory Education	0.0	1.0	1.1	1.0	-0.1
Gifted & Talented Education	0.0	0.0	0.3	1.0	0.7
Special Education	3.8	3.6	3.8	2.8	-1.0
Other	0.0	0.0	0.0	0.0	0.0

Monthly birthday luncheons, Jean Passes for various reasons; staff shout-outs in newsletters; team building activities; Capturing Kids Hearts training

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A large applicant pool of teachers does not exist in ECISD. **Root Cause:** There is a high cost of living and oil industry that attracts applicants.

Priority Problem Statements

Problem Statement 1: The campus has scored below the state targets in student achievement.

Root Cause 1: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled.

Root Cause 2: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The English Language Proficiency Status score is a 25% which is 11% below the state target for 2019.

Root Cause 3: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 3 Areas: Student Achievement





Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Sam Houston will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Panorama Student Survey





Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.		
Strategy's Expected Result/Impact: Provided support to families in need so students are healthy.		Formative
Staff Responsible for Monitoring: Cafeteria staff		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: None		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Sam Houston will provide differentiated processes for academically priority students.

Evaluation Data Sources: assessments - MAP testing, SCAs and STAAR for 3 - 5 and Circle for PK





Summative Evaluation: None

Strategy 1: In accordance with district initiatives and scope and sequence, our MCLs and staff members will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.	
Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement.	Formative Oct Jan Mar
Staff Responsible for Monitoring: Teachers, MCLs, Administrators	
Title I Schoolwide Elements: 2.6	Problem Statements: Student Achievement 1, 2
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 5: Effective Instruction	Funding Sources: None
Summative May	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has scored below the state targets in student achievement. Root Cause: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.	
Problem Statement 2: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. Root Cause: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.	

Performance Objective 3: Sam Houston will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: student surveys, parent surveys, teacher surveys

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology	
Strategy's Expected Result/Impact: Increased confidence in Sam Houston data resources	Formative
Staff Responsible for Monitoring: Administrators and Teachers	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	May
Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has scored below the state targets in student achievement. Root Cause: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.	

Performance Objective 4: ECISD will provide and safe and supportive school environment

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.	Formative
Staff Responsible for Monitoring: Counselor, Administrators, Teachers	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 2: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Monthly Sam Houston counselor reports will indicate growth in the guidance curriculum implementation.	Formative
Staff Responsible for Monitoring: Counselor & Principal	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Capturing Kids Heart practices (SEL body of work).

Strategy's Expected Result/Impact: Office referrals will decrease which will increase the amount of instructional time for students.	Formative
Staff Responsible for Monitoring: Teachers, Counselor and Principal	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	


Strategy 4: Sam Houston will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.


Strategy's Expected Result/Impact: Sam Houston staff trained in awareness, recognition and response regarding Bullying and will properly identify and report to principal.	Formative
Staff Responsible for Monitoring: Sam Houston staff and Administrators	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Parental & Family Engagement Activities will be offered at Sam Houston. These include: family math/reading nights, awards ceremonies, pastry with parents, and virtual events.

Strategy's Expected Result/Impact: Partnering with parents will increase student outcomes.	Formative
Staff Responsible for Monitoring: Principal, teachers, staff	Oct
Title I Schoolwide Elements: 3.1	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: Title One School- Improvement	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 5: Sam Houston student attendance rate will increase from 93.9% to 95.7% by May 2021.

Evaluation Data Sources: Campus attendance reports

Summative Evaluation: None

Strategy 1: The campus attendance committee will meet to set a calendar of celebrations for good attendance.	
Strategy's Expected Result/Impact: Increased student attendance and student performance	Formative
Staff Responsible for Monitoring: Teachers, Clerk, Administrators, Counselor	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: Local	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: The campus has scored below the state targets in student achievement. Root Cause: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.	

Goal 2: Invest in Talent: Sam Houston will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Sam Houston will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)

Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.	
Strategy's Expected Result/Impact: Increased learning time, improved quality instruction	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders, Instructional Specialist	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Sam Houston will follow all district calendar PD allowances and plan relevant learning based on teacher needs as well as student data.

Strategy's Expected Result/Impact: Teachers will receive personalized professional development.	Formative
Staff Responsible for Monitoring: Administrators, Instructional Specialist, MCLs	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: Local	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Performance Objective 2: Sam Houston will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models

Equity Plan

Opportunity Culture

Teacher Incentive Allotment designations

Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: Sam Houston will implement the Opportunity Culture model which include Multi-Classroom Leaders that support peer teachers and receive annual stipend.

Strategy's Expected Result/Impact: Increased teacher support, Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: Sam Houston will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Summative Evaluation: None

Strategy 1: The Opportunity Culture model that will be in place at our campus will provide multiple opportunities for growth and enrichment of all teaching and support staff.

Strategy's Expected Result/Impact: Staff will gain invaluable experience through coaching, modeling and daily practice

Staff Responsible for Monitoring: MCLs, Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
Local

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Sam Houston will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Our campus will open two Pre-Kindergarten units for the 2020-2021 school year.		
Strategy's Expected Result/Impact: Our pre-kindergarten units will serve and prepare students for kindergarten.		Formative
Staff Responsible for Monitoring: Pk teachers and Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Sam Houston will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Families will have a choice of how students will receive instruction including face to face, virtual or a combination of the two.

Strategy's Expected Result/Impact: Students will benefit from a learning environment that promotes a personalized experience.

Staff Responsible for Monitoring: Teachers, campus administrators

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished







Continue/Modify







Discontinue

Performance Objective 3: Sam Houston will promote SEL for all students across the district.

Strategy 1: Professional development will be provided to staff regarding SEL strategies.		
Strategy's Expected Result/Impact: Staff will have a deeper understanding of SEL and how to implement strategies to promote.		Formative
Staff Responsible for Monitoring: Campus administration, teachers, counselors		Oct
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1: Attendance committee will be established whose purpose will be to support district efforts and procedures		
Strategy's Expected Result/Impact: Increased attendance from families/students with excessive absences.		Formative
Staff Responsible for Monitoring: Administrators, Counselor, Committee, Clerk		Oct
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5			\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums