

Huntsville Independent School District

Estella Stewart Elementary

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stewart Elementary is an urban campus located in Huntsville, Texas and Walker County.

According to the 2022 TAPR Report the overall campus demographics and special programs are as follows:

Total Number of Students	510
African American	19%
Hispanic	38%
White	37%
Two or More Races	4%
Female	45%
Male	55%
Economically Disadvantaged	76%
At-Risk	59%
Bilingual/ESL	20%
Gifted and Talented	3.5%
Special Education	16%

Other demographic information of importance:

Mobility Rate: 16.9% Dyslexia: 3.1% 504: 5.1% Homeless: 3.3%

Staff Demographics are as follows: Total Minority Staff: 38.9% (1-AA, 9-Hisp, 21-W)

Average years of experience for staff is 5.6 years; 2.9 years of experience within the Huntsville ISD.

Over half of the staff have 1-5 years of teaching experience.

Demographics Strengths

- Communication with all stakeholders is consistent
- All students have opportunities to participate in activities provided by the campus
- Interactions with outside entities to promote all students is evident in the school/community involvement
- supporting diverse needs of student occurs consistently through a variety of programs and campus resources
- Black History and Hispanic Heritage celebrations on campus
- Campus male/female student balance is equal
- experienced principal and assistant principal along with other leadership team members

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There are underperforming demographic groups in reading and math.

Root Cause: Lack of understanding of specific instructional strategies that reach all demographic areas to increase engagement and students learning.

Problem Statement 2 (Prioritized): Student demographics does not match staff demographics.

Root Cause: Not hiring staff demographically aligned to the campus due to lack of qualified applicants.

Student Learning

Student Learning Summary

3rd Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Math	Math	Math	Math	Math	Math	Math
All	67	51	62	48	No STAAR Covid	38	67	61	55	54	54	No STAAR Covid	44	60
Hispanic	67	44	63	41	No STAAR Covid	28	68	56	46	43	53	No STAAR Covid	33	61
Black	38	48	41	50	No STAAR Covid	39	55	46	57	48	39	No STAAR Covid	39	42
White	85	61	78	58	No STAAR Covid	44	69	82	64	72	67	No STAAR Covid	44	60
Eco. Dis.	61	46	55	45	No STAAR Covid	33	65	54	45	49	48	No STAAR Covid	37	58
LEP	68	40	64	37	No STAAR Covid	23	63	56	37	46	42	No STAAR Covid	38	58
SPED	13	13	11	11	No STAAR Covid	13	20	0	25	11	11	No STAAR Covid	13	27
4th Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Math	Math	Math	Math	Math	Math	Math
All	75	50	61	57	No STAAR Covid	38	59	65	50	53	57	No STAAR Covid	37	60

3rd Grade Stewart	2016	2017	2018	2019	2020	2021	2022	2016	2017	2018	2019	2020	2021	2022
Hispanic	69	33	52	53	No STAAR Covid	30	57	65	40	46	58	No STAAR Covid	19	57
Black	47	36	61	39	No STAAR Covid	32	50	41	39	50	39	No STAAR Covid	32	63
White	91	80	66	79	No STAAR Covid	47	61	73	69	63	70	No STAAR Covid	49	61
Eco. Dis.	65	37	55	53	No STAAR Covid	30	53	64	41	45	4	No STAAR Covid	32	55
LEP	41	28	29	45	No STAAR Covid	25	40	50	34	29	61	No STAAR Covid	19	53
SPED	29	0	18	9	No STAAR Covid	13	24	0	0	18	18	No STAAR Covid	4	24

Student Learning Strengths

Third Grade Reading STAAR Scores:

1 Overall Reading Scores went from 48% in 2019 to 67% in 2022.

Third Grade Math STAAR Scores:

1. Overall Math Scores went from 54% in 2019 to 60% in 2022.

Fourth Grade Reading STAAR Scores:

1. Overall Students Growth from 2021-2022 is 75%
2. Overall Reading Scores went from 57% in 2019 to 59% in 2022.
3. Overall Math Scores went from 57% in 2019 to 60% in 2022.

Campus Reading Improvement

In K-4 student reading levels increased from 27% of all students reading on or above level to 47% of all students reading on or above grade level at the end of the year. The growth was attributed to focus on professional learning for staff in researched based instructional methods for teaching reading, attendance of Reading Academies, use of Researched Based Curriculum in K-4, Instructional Coaching and planning in the area of Reading, and the purchase of guided reading leveled readers for staff to support home-school reading initiatives.

Other Areas of Strength

- RTI system is a solid system
- Hornet Time is consistently implemented on campus—intervention and enrichment
- formative data is collected and used to inform planning with teams and for hornet time
- Tutors and IAs are utilized to support our students progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New staff will need to be training on guided reading.

Root Cause: Staff turnover requires repeated training and additional support for new to profession teachers.

Problem Statement 2 (Prioritized): Inexperienced staff increases lack of understanding of the cycle of instruction, essential TEKS, and researched based instructional strategies.

Root Cause: Lack of professional development in specific high impact instructional tools.

School Processes & Programs

School Processes & Programs Summary

Stewart Elementary uses curriculum supplemental programs to include: Achieve 3000, Reading Plus, Progress Learning for Math.. Unit Assessments, Running Records, TPRI, TX-KEA, and additional District Reading and Math assessments are used to closely monitor the academic progress of our students. We have an ILS Teacher who works closely with our Gifted and Talented students in a pull-out program to challenge the needs of those students. Our Math and Reading Interventionists work closely with our TIER 3 RTI students to provide appropriate interventions based on current student data. Our Leveled Literacy Intervention teacher provides intensive intervention in the area of reading based on data collection and recommendations from the RTI committee. Our Dyslexia Interventionists meets with identified dyslexia students on a daily basis to provide targeted dyslexia interventions. Our community based volunteer program, A Time 2 Read, meets with identified 2nd grade students to intervene with early literacy skills including work on sight word reading.

Our campus leadership team consisting of the campus Principal, Assistant Principal, Counselor, ELA Coach, Math Coach and ILS. This team meets weekly to focus on key aspects of the campus such as; good first teaching, professional learning, discipline, teacher support, review of data, and plans for the campus.

A Guiding Coalition meets monthly to review campus data, celebrate successes in student improvement, review teacher feedback, and solve identified campus problems. The Guiding Coalition is made up of a teacher representative from each grade level, special teacher, special education teacher, and administrative team as listed previously.

The campus principal sends a weekly newsletter to the staff to keep everyone informed of campus events, initiatives, schedules, etc.... Monthly newsletters are sent to parents to communicate the campus opportunities for involvement and any important information. This information is also communicate via social media outlets.

Weekly campus RtI meetings are held to determine support for students not making progress with Tier I & II supports. Teachers are involved in attending the RTI meetings to share current data and to assist in developing a plan for the students in need of support for both academic and behavior concerns.

A PBIS (Positive Behavior Interventions & Support) team meets monthly to establish behavior goals and incentives for students and staff. They also review currently behavior data to identify problem areas on the campus in order to improve the overall behavior of students.

School Processes & Programs Strengths

- Stewart Elementary has solid systems in place to communicate with parents such as the monthly campus newsletter, Facebook page, Campus Website, and Weekly Folders.
- Weekly Collaborative Team Meetings are held with grade level teachers to discuss instruction, analyze student data, and create/rotate/update Tier II Intervention groups.
- Research based interventions are provided to TIER 2 and 3 students.
- Additional leadership and learning opportunities are provided for students at Stewart such as the Robotics Club, campus Musicals and Honor Choir, and

Wonder Workshop Gifted and Talented program.

- Committee meet monthly to enhance the overall campus culture and climate.
- Additional Strengths Include:
 - Positions are filled when there are vacancies
 - Hands-off academy (PBIS) is a strong program
 - CKH training for all staff is a positive that will help our district and campus
 - Lesson planning is data driven and includes formative data to drive planning in all content areas
 - RTI is a strong system on campus
 - Safety procedures are in place consistently on the campus.
 - there are multiple professional learning opportunities available to teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on a student survey, students feel other students keep them from learning.

Root Cause: Lack of understanding of de-escalation techniques, classroom management strategies, and engaging lessons.

Problem Statement 2 (Prioritized): Lack of learning from peers in effective instruction.

Root Cause: A system of teachers observing teachers across the campus doesn't exist.

Problem Statement 3 (Prioritized): Teachers reported that they would like more immediate and specific feedback on their teaching.

Root Cause: Lack of consistency in weekly walkthroughs and feedback.

Perceptions

Perceptions Summary

The staff at Stewart Elementary is a very cohesive group who genuinely works wells together for the common good of our students. They have maintained a positive attitude despite the various changes in campus administration in previous years.

According to the most recent parent survey the following information was gathered:

- The majority of the parents view Stewart staff as welcoming and caring towards their students.
- The majority of the parents feel that their child feels safe at school and enjoys coming to school.
- The majority of the parents feel that our school is a positive place to be.
- Most parents felt that they are not informed about their child's academic progress as often as they would like.
- Some parents were unsure if the staff sets high academic expectations for their child.
- The majority of the parents feel that Stewart Elementary prepares their child to be a good citizen.
- Additional information gathered from the survey indicated that parents apprecaite the parental involvement activities provided and would like for us to continue to hold regular assemblies recognizing the academic achievements, perfect attendance, and character trait awards each school year.

Perceptions Strengths

According to the most recent parent survey, the following areas were noted as strengths for Stewart Elementary:

- History of Academic Achievement
- Nice Playground for the students
- Professionalism of Teachers
- Programs offered at Stewart such as Robotics, Musical, Spirit Leaders, and Fall Festival
- How teachers truly care about their students
- The organization of the school
- Friendly and welcoming atmosphere
- Open-minded to new ideas
- United theme campus wide
- School Library
- Family involvement: Reading, Math, A STAARY Night
- Campus communication (Newsletters, Face Book communication, parent notices)

Additional Strengths notes by the CAC Committee:

- teachers and staff truly have a heart for our students
- returning teacher stipend is motivating for our staff
- 1st year teachers are supported due to campus mentors and those from SHSU
- school communication is consistent with all stakeholders
- parents and community feel welcome in our school
- pathways have been created to engage and support our staff

- A Time 2 Read is a positive community partnership for our students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents don't feel they are informed of their children's' academic progress on a frequent basis.

Root Cause: Lack of a system in place for communicating academic progress in a timely manner by classroom teachers.

Problem Statement 2 (Prioritized): Parents have indicated that they do not get homework for their children to help at home.

Root Cause: Lack of consistency in the frequency and type of homework being sent home campus wide in each grade level.

Problem Statement 3 (Prioritized): % daily attendance is not at 95%

Root Cause: Attendance requirements due to Covid-19 have caused low attendance.

Priority Problem Statements

Problem Statement 1: There are underperforming demographic groups in reading and math.

Root Cause 1: Lack of understanding of specific instructional strategies that reach all demographic areas to increase engagement and students learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student demographics does not match staff demographics.

Root Cause 2: Not hiring staff demographically aligned to the campus due to lack of qualified applicants.

Problem Statement 2 Areas: Demographics

Problem Statement 3: New staff will need to be training on guided reading.

Root Cause 3: Staff turnover requires repeated training and additional support for new to profession teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Inexperienced staff increases lack of understanding of the cycle of instruction, essential TEKS, and researched based instructional strategies.

Root Cause 4: Lack of professional development in specific high impact instructional tools.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers reported that they would like more immediate and specific feedback on their teaching.

Root Cause 5: Lack of consistency in weekly walkthroughs and feedback.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of learning from peers in effective instruction.

Root Cause 6: A system of teachers observing teachers across the campus doesn't exist.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Based on a student survey, students feel other students keep them from learning.

Root Cause 7: Lack of understanding of de-escalation techniques, classroom management strategies, and engaging lessons.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents don't feel they are informed of their children's' academic progress on a frequent basis.

Root Cause 8: Lack of a system in place for communicating academic progress in a timely manner by classroom teachers.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parents have indicated that they do not get homework for their children to help at home.

Root Cause 9: Lack of consistency in the frequency and type of homework being sent home campus wide in each grade level.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: % daily attendance is not at 95%

Root Cause 10: Attendance requirements due to Covid-19 have caused low attendance.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets and Masters Level on STAAR by 5% (Domain 1).

High Priority





HB3 Goal

Evaluation Data Sources: Student achievement gaps between student populations will decrease. The percentage of students from all student groups achieving advanced academic performance will increase from the prior year.

Strategy 1 Details	Reviews			
Strategy 1: A schoolwide Intervention and Enrichment time (Hornet Time) will be provided daily for all students using researched based interventions and certified Title 1 tutors. Strategy's Expected Result/Impact: An academic plan for success developed for the campus that targets all students groups and individual students. Staff Responsible for Monitoring: Administrators Collaborative Grade Level Teams Instructional Coaches Funding Sources: Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock, - 211 - Title I, Part A - \$500, 2 Title 1 Tutors - 211 - Title I, Part A - \$22,434	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide training for teachers in Sheltered Instruction Strategies for Second Language Learners resulting in a 20% increase in English Language Proficiency results: Listening, Speaking, Reading, Writing. Strategy's Expected Result/Impact: Increased student achievement by 20% Proficiency Level Descriptors (PLDs) TELPAS reports Unit Assessment Results STAAR scores Staff Responsible for Monitoring: Principal Assistant Principal District Bilingual Coordinator Classroom Teachers Funding Sources: Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers - Bilingual Allotment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a common data analysis protocol for collaborative teams to use to analyze students assessment data and plan effective instruction. Strategy's Expected Result/Impact: A 30% increase in students meeting standard in reading and math as evidenced in the following measures: -benchmark results -unit assessments -Reading Levels -Common Formative Assessments Staff Responsible for Monitoring: Administrators Teachers Reading and Math Coaches Reading and Math Interventionists Funding Sources: Snap & Read - 289 - Title IV, Part A, Sub 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Train staff and maintain an effective system for RTI (Response to Intervention) in order to support students academically, socially, and behaviorally. Strategy's Expected Result/Impact: Identify and address individual student needs for academic and behavior growth. The following resources and documents will be used to track progress: -Assessment Results -Progress Reports/Report Cards -Reading Levels -Discipline Referrals Staff Responsible for Monitoring: Rtl team Interventionists Campus Administration Counselor Funding Sources: Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock, Teacher Data Binders - 211 - Title I, Part A - \$200, Solution Tree RTI Conference - 211 - Title I, Part A - 6400 - \$4,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide timely feedback to all staff through targeted walkthroughs, modeling, and peer observations. Strategy's Expected Result/Impact: Timely and appropriate feedback will be provided to 100% of the teachers with the use of T-TESS walk-through forms, and targeted walk through forms. Staff Responsible for Monitoring: Campus Administrators Peer observations Funding Sources: Eduphoria (Strive), - LOCAL	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Establish effective strategies for selected essential TEKS in ELAR and Math that are aligned K-4 which includes the use of consistent academic vocabulary. Strategy's Expected Result/Impact: Campus problem solving strategies will be established, taught to students, incorporated into daily lessons and posted in all classrooms on campus as visual resources for students. These strategies will also be shared with parents. This will be evidenced in: -Weekly Lesson Plans -Classroom Walk-throughs -Weekly Collaborative Team Time Staff Responsible for Monitoring: Administrators Teachers Math and Reading Interventionists Academic Coaches Funding Sources: Supplies for Poster Maker - 211 - Title I, Part A - \$1,000, Staff Development - 211 - Title I, Part A - \$1,000, Heggerty - 289 - Title IV, Part A, Sub 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Instructional Coaches in Reading and Math coaches will provide teacher support through lesson design, professional development, mentoring, and modeling. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training and work with collaborative teams. Staff Responsible for Monitoring: Director of C&I. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Training Materials - 211 - Title I, Part A - \$500, Extra Duty Pay for Planning - 211 - Title I, Part A - \$1,000, Instructional Coach - ELA 20% (TCLAS 80%) - 211 - Title I, Part A - \$14,751, Instructional Coach - Math - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.





Performance Objective 2: Increase the percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Level in STAAR by 5% (Domain 3).

High Priority

Evaluation Data Sources: Staff development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in professional development focused on researched based instructional strategies. Strategy's Expected Result/Impact: Evidence in the staff development plan & agendas along with classroom implementation Staff Responsible for Monitoring: Administrators Academic Coaches Guiding Coalition TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Academic Coaches - 211 - Title I, Part A - \$500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will provide new teacher training targeting specific needs, such as creating classroom expectations, reinforcing campus expectations, classroom management plan creation, etc... Strategy's Expected Result/Impact: New teachers will receive needed support in a variety of ways. Staff Responsible for Monitoring: Campus Administration Team Team Mentors Funding Sources: Copy Paper for hand-outs, Campus Administrators - LOCAL	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Campus Administration will provide clearly defined grade level collaborative planning time for all teaching teams that includes tight/loose expectations, planning day schedules, and unit planning procedures. Strategy's Expected Result/Impact: This will result in increased student achievement by at least 20% on state and district assessments. This will be evidenced in PLC agenda, completed units, and student data. Staff Responsible for Monitoring: Campus Administration Math and Reading Coaches Teachers Leaders Funding Sources: Provide After School Planning Time - 211 - Title I, Part A - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Specific staff development and vertical teaming will be provided for 100% of campus bilingual teachers to meet the needs of English Language Learner. Strategy's Expected Result/Impact: This will result in a 20% increase in student achievement for bilingual and ELL students on campus. This will be evidenced through PLC agendas, sign-in sheets, bilingual classroom lesson plans, and TELPAS ratings. Staff Responsible for Monitoring: Campus Administration Bilingual Teachers Bilingual Instructional Assistant Funding Sources: Hand-Outs for parent information, Bilingual IA, Bilingual Teachers - Bilingual Allotment	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Staff will work with Solution Tree Coaches to increase academic performance and to put systems and procedures in place to ensure the success of all students. Strategy's Expected Result/Impact: End of the year data in reading, math, and writing will show an increase of at least 20% from the previous year. Staff Responsible for Monitoring: Campus Administrators Teachers Solution Tree Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide additional collaborative planning days for grade level teams. Strategy's Expected Result/Impact: Well planned units, assessments, and instructional strategies resulting in more students exceeding or meeting standard. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Funding Sources: Extra Duty Pay for Teachers - 211 - Title I, Part A - \$5,200	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide afterschool tutorials for students in K-4 (Power Hour). Strategy's Expected Result/Impact: Increase in reading levels Increase understand of essential/foundational TEKS in Math & Reading Staff Responsible for Monitoring: Principal Assistant Principals Classroom Teachers Funding Sources: Power Hour Staff & Resources - 211 - Title I, Part A - \$11,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percentage of students meeting or exceeding growth in Math and ELA/Reading by 5% (House Bill 3 Goal, Domain II).

Evaluation Data Sources: Curriculum content and programs implemented to meet the needs of student learners.

Strategy 1 Details	Reviews			
Strategy 1: Utilize full time teacher specialists to provide additional support for students who are in need of Tier 3 Reading and Math intervention. Strategy's Expected Result/Impact: Students reading on or above grade level in K-4. Students performing at or above grade level in Math. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Math & Reading Specialists Funding Sources: Interventionist and Dyslexia Teacher - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Tier 3 intervention for students who are second language learners by staff trained to communicate in the students native language using researched based intervention. Strategy's Expected Result/Impact: Increase academic achievement of second language learners. Staff Responsible for Monitoring: Campus administrators Interventionist Funding Sources: Part Time Title 3 Tutor - LOCAL, Rosetta Stone access for EB learners - 263 - Title III, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will track and monitor their own learning through goal setting and reflection. Strategy's Expected Result/Impact: Student engagement in learning will increase due to motivation in tracking their own progress. Increase in the number of students meeting standard in Math and Reading. Staff Responsible for Monitoring: Campus Administration Teachers Students	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide researched based manipulatives in math and reading to increase understanding by providing concrete examples of essential TEKS in all content areas. Strategy's Expected Result/Impact: Increase the number of students meeting and exceeding standard on unit assessments, exit tickets, and benchmarks. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Funding Sources: Leveled Readers - 211 - Title I, Part A - 6326 - \$6,000, Math manipulatives - 211 - Title I, Part A - \$9,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase supplemental materials for afterschool tutorials, Hornet Time, and Tier 1 planning. Strategy's Expected Result/Impact: Increase in understanding of essential TEKS. Increase in students meeting or exceeding expectations on assessments. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Funding Sources: Hornet Time Materials - 211 - Title I, Part A - \$7,300	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize Instructional Assistants to provide academic support for students in need of intervention in all academic areas in the classroom. Strategy's Expected Result/Impact: Increase in reading levels. Increase in the number of students meeting or exceeding grade level standard on assessments. Staff Responsible for Monitoring: Campus Administrators Funding Sources: 2 IA's - 211 - Title I, Part A - \$38,556, - LOCAL, IA - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase percent of students on track for reading (PK-K) or reading on grade level (1st-8th) by 5% (HB3, Domain I, II, III).

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Provide professional learning opportunities for staff on how to differentiate instruction using researched based best practices (small group instruction, TEKS based workstations). Strategy's Expected Result/Impact: Increase in students meeting or exceeding standard on assessments. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide professional development on effective reading instruction through Reading Academies and professional development provided and modeled by Instructional Coach. Strategy's Expected Result/Impact: Increase in reading levels. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide feedback to teachers on small group instruction using the Guided Reading Look For document. Strategy's Expected Result/Impact: Increase in reading levels. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase and utilize additional reading resources for classroom libraries that includes a variety of reading levels, campus subscription to RazKids+ and organizational systems to aid in student access to materials. Strategy's Expected Result/Impact: Increase in student reading levels. Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of student meeting College, Career, and Military Readiness criteria by 5%. (HB 3 Goal, Domains 1,2,3)





Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well being.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details	Reviews			
Strategy 1: Provide training to 100% on the PBIS framework. Strategy's Expected Result/Impact: Understanding of positive behavior interventions and support so that expectations are established school wide to increase student engagement and decrease discipline incidents. Staff Responsible for Monitoring: Principal Assistant Principal PBIS Campus Committee Counselor Funding Sources: Posters for each classroom to support the programs - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide discipline management training for all staff utilizing the discipline flow chart to clarify office management vs. classroom managed behaviors. Staff Responsible for Monitoring: Assistant Principal PBIS Campus Committee Principal Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor discipline referrals monthly to determine trends and patterns and report data to the campus PBIS team and the staff Strategy's Expected Result/Impact: Decrease in student discipline referrals and an increase in positive office referrals. Staff Responsible for Monitoring: Assistant Principal PBIS Campus Committee	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Conduct campus assemblies monthly to recognize good citizenship, attendance, academics, and specials awards. Strategy's Expected Result/Impact: Increase in positive behaviors on campus and student academic success. Staff Responsible for Monitoring: Principals Counselor School Secretary PEIMS Clerk Teachers Funding Sources: certificates and incentives for awards - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement systems that promote positive recognition of students including Positive Referrals, Treasure Tower Tokens, and Recognition for Outstanding Work. Strategy's Expected Result/Impact: Decrease in office referrals. Increase in positive student recognitions.	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety, and emergency plans.

Evaluation Data Sources: All plans in place and conducted by staff as needs arise.

Strategy 1 Details	Reviews			
Strategy 1: Review and make needed changes to the campus emergency operations plan Strategy's Expected Result/Impact: Emergency procedures will be provided to staff at the safety training. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse Campus SRO	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff training to all staff on campus crisis management plan Strategy's Expected Result/Impact: Training will be documented through the agenda and sign in sheet for the training. Effective implementation will also be demonstrated during the use of monthly safety drills. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Meet with campus emergency response team, including the campus SRO, to ensure appropriate procedures are in place including Active Shooter protocols. Strategy's Expected Result/Impact: Increase safety awareness and protocols among all students and staff. Staff Responsible for Monitoring: Principal Emergency Response Team Funding Sources: Campus Safety Response Kit - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe, and secure places for students, staff, and parents.

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Sources: Policies and practices in addressing bullying are aligned campus wide.

Strategy 1 Details	Reviews			
Strategy 1: Conduct training for all personnel in recognizing bullying, reporting requirements, and appropriate interventions Strategy's Expected Result/Impact: This will be evidenced through documentation of all staff being trained. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Safe School on-line training	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide information to parents regarding bullying and prevention. Strategy's Expected Result/Impact: Using the Home School Connection newsletter, we will increase parent and community awareness about bullying and prevention. Staff Responsible for Monitoring: Campus Administration Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide a schoolwide program called "Morning Meetings" (20 minutes daily) to develop social skills, character education, and conflict resolution. Strategy's Expected Result/Impact: Increase in positive student to student interactions. Decrease in office referrals. Staff Responsible for Monitoring: Counselor Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing training to staff on de-escalation strategies. Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Behavior Coaches Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 1: Provide opportunities for parents and community involvement which promote academic achievement and school climate.

Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details	Reviews			
Strategy 1: Celebrate student and staff accomplishments through campus recognition in a variety of ways including monthly assemblies, recognizing star students, grade level class attendance and employees of the month. Strategy's Expected Result/Impact: Student confidence, academic achievement, and school spirit will increase. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Funding Sources: Awards - LOCAL - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for family involvement by adding new events throughout the year such as Science Night/Science Fair and continue Reading and Math Night. Strategy's Expected Result/Impact: This will be evidenced through the calendar of events and parent & student attendance. Staff Responsible for Monitoring: Principal Campus committees Interventionists Academic Coaches Funding Sources: Various supplies for Reading Night materials and Math Night materials. - 211 - Title I, Part A - \$1,700	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide up-to-date information regarding state assessment and accountability to families at Stewart Elementary: "A STAARY Night" Strategy's Expected Result/Impact: Increased awareness of current academic achievement through our accountability system. Staff Responsible for Monitoring: Principal Teachers Funding Sources: - LOCAL - \$500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Plan informational meetings for parents with a focus on ways to support the academic curriculum. Strategy's Expected Result/Impact: This will be evidenced through the use of agendas, sign in, and school event calendar. Staff Responsible for Monitoring: Principal Bilingual/ESL teachers Funding Sources: Serve Light Snack - 211 - Title I, Part A - \$500, Decorations/Handouts - 211 - Title I, Part A - \$200	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.





Performance Objective 2: Provide a variety of communication methods to share information with parents, student and community stakeholders.

Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase English and Spanish communication with external stakeholders to include campus newsletters and social media platforms. Strategy's Expected Result/Impact: This will be evidenced in the campus publications (Newsletter) and social media platforms. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize campus Tuesday folders to communicate regularly with parents regarding academic progress and behavior. Clarify expectations of Tuesday folders with staff at BOY. Strategy's Expected Result/Impact: Increased parent awareness of their student's academic and behavior success will occur when weekly communication is offered. Staff Responsible for Monitoring: Principal Teachers Funding Sources: Red Tuesday Folders (Take Home Folder) - LOCAL - \$600	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent and family engagement in the education of their children.

Strategy 1 Details	Reviews			
Strategy 1: Communicate with parents and community using a variety of communication platforms regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through open forum and surveys. Strategy's Expected Result/Impact: Increase in parent involvement and learning for students. Staff Responsible for Monitoring: Principal Assistant Principal Guiding Coalition	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust and inclusivity.





Performance Objective 4: Increase community and district awareness of the Career and Technical Education programs through community event participation.

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned, and allocated to reflect our mission and core belief statements.





Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details	Reviews			
Strategy 1: Prioritize and allocate resources to provide meaningful professional development focused on TEKS based student learning Strategy's Expected Result/Impact: PD Budget will be utilized to support teacher growth. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement, add, and replace technological devices to enhance the engagement of student learners. Strategy's Expected Result/Impact: Comprehensive Funds will support the purchases of technology devices to increase student achievement. Staff Responsible for Monitoring: Principal Funding Sources: Technology Updates as Needed - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational environment and capabilities of our facilities.

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and prioritize the purchase of replacing outdated and broken furniture including desks, chairs and educational support materials (boards, screens, etc) for classrooms . Strategy's Expected Result/Impact: Increased student achievement and community pride in the campus	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes, procedures, and resources.

Evaluation Data Sources: Yearly staff rosters reflect a decline in teacher turnover rate.





Strategy 1 Details	Reviews			
Strategy 1: Increase the frequency of staff recognition through monthly celebrations, drawings, perfect attendance rewards and teacher/staff of the month. Strategy's Expected Result/Impact: Positive feedback on ESF. Retain quality staff. Staff Responsible for Monitoring: Administrative Staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide campus new teacher mentor program to meet monthly on identified and targeted topics. Strategy's Expected Result/Impact: agendas Staff Responsible for Monitoring: Campus new teacher coordinator Funding Sources: Mentor Stipends - 255 - Title II, Part A, New Tchr Academy ESC6 & Pre-Contract PD Pay - 255 - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide extensive staff development to teachers targeting specific areas of need including opportunities for personal learning. Strategy's Expected Result/Impact: This will be evidenced in completed training and the implementation of the training in lesson plan execution and delivery. Staff Responsible for Monitoring: Administrators Instructional Coach Funding Sources: Solution Tree Conferences (2) - 211 - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide consistent team building opportunities for staff throughout the school year. Strategy's Expected Result/Impact: Retain staff. Staff Responsible for Monitoring: Principals Assistant Principal School Climate Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide additional planning time in the form of full or partial days once a nine weeks. Strategy's Expected Result/Impact: Teacher lessons are well planned out and result in more effective lessons, increased student engagement, and increased number of students meeting or exceeding standard on assessments. Staff Responsible for Monitoring: Administrators Instructional Coaches	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.





Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as math, science, bilingual education, and foreign languages.

Strategy 1 Details	Reviews			
Strategy 1: Attend job fairs to assist with recruiting for the campus and district. Staff Responsible for Monitoring: Administrators Teacher Leaders	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue partnership with Sam Houston State University and other entities to identify qualified student teachers that are ready for employment. Strategy's Expected Result/Impact: Employ student teachers at Stewart once certified. Retain high quality staff. Staff Responsible for Monitoring: Principal Assistant Principal Mentor Teachers SHSU Supervising Professors	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide high quality professional development that fosters growth and includes tiered support for all teachers and staff.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Solution Tree Coaching to build capacity in staff through targeted coaching/campus goals. Strategy's Expected Result/Impact: Build capacity in all staff. Provide Model Lessons & Effective Systems that increase student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Guiding Coalition	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Survey staff on professional development needs and provide opportunities to attend sessions. as identified in the survey as needs. Strategy's Expected Result/Impact: Build capacity in staff. Staff Responsible for Monitoring: Principal Assistant Principal Administrative Team	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

State Compensatory

Budget for Estella Stewart Elementary

Total SCE Funds: \$413,864.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Estella Stewart Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Archie, Lockie	Math Interventionist	1
Kimberly Ross	Instructional Coach - Math	1
Marlin, Betsy	Reading Interventionist/Dyslexia	1
Salazar, Amy	Instructional Assistant - Bilingual	1
Smith, Amy	Leveled Literacy Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anthony Medina	IA - General		1
Nicole Munoz	Instructional Coach - ELA	.8 to TCLAS thru 2024	.2
Samantha Barber	IA - General		1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Betsy Marlin	Dyslexia Teacher
Non-classroom Professional	Amy Smith	Reading Interventionist
District-level Professional	Leigh Kovalcik	Director of State & Federal Programs
Parent	Ashlyn Hooks	Parent
Classroom Teacher	Skylar Venette	1st Grade Teacher
Classroom Teacher	Sarah Park	Special Education Lead Teacher
Classroom Teacher	Melissa Terry	4th Grade Teacher
Non-classroom Professional	Lockie Archie	Interventionist
Non-classroom Professional	Kim Ross	Instructional Coach
Non-classroom Professional	Jennifer Smock	ILS
Classroom Teacher	Gabriella Torres	4th Grade Bilingual Teacher
Administrator	Jessica Moore	Assistant Principal
Administrator	Shannon Williams	Principal

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock,		\$500.00
1	1	1	2 Title 1 Tutors		\$22,434.00
1	1	4	Solution Tree RTI Conference	6400	\$4,500.00
1	1	4	Student Data Folders, Pocket Charts and Index Cards for Data Room, copy paper, card stock,Teacher Data Binders		\$200.00
1	1	6	Staff Development		\$1,000.00
1	1	6	Supplies for Poster Maker		\$1,000.00
1	1	7	Extra Duty Pay for Planning		\$1,000.00
1	1	7	Training Materials		\$500.00
1	1	7	Instructional Coach - ELA 20% (TCLAS 80%)		\$14,751.00
1	2	1	Academic Coaches		\$500.00
1	2	3	Provide After School Planning Time		\$4,000.00
1	2	6	Extra Duty Pay for Teachers		\$5,200.00
1	2	7	Power Hour Staff & Resources		\$11,000.00
1	3	4	Leveled Readers	6326	\$6,000.00
1	3	4	Math manipulatives		\$9,000.00
1	3	5	Hornet Time Materials		\$7,300.00
1	3	6	2 IA's		\$38,556.00
3	1	2	Various supplies for Reading Night materials and Math Night materials.		\$1,700.00
3	1	4	Decorations/Handouts		\$200.00
3	1	4	Serve Light Snack		\$500.00
5	1	3	Solution Tree Conferences (2)		\$5,000.00
Sub-Total					\$134,841.00
Budgeted Fund Source Amount					\$134,841.00
+/- Difference					\$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Mentor Stipends		\$0.00
5	1	2	New Tchr Academy ESC6 & Pre-Contract PD Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Rosetta Stone access for EB learners		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Eduphoria (Strive),		\$0.00
1	2	2	Copy Paper for hand-outs, Campus Administrators		\$0.00
1	3	2	Part Time Title 3 Tutor		\$0.00
1	3	6			\$0.00
2	1	1	Posters for each classroom to support the programs		\$0.00
2	1	4	certificates and incentives for awards		\$0.00
2	2	3	Campus Safety Response Kit		\$0.00
3	1	1	Awards		\$2,000.00
3	1	3			\$500.00
3	2	2	Red Tuesday Folders (Take Home Folder)		\$600.00
4	1	2	Technology Updates as Needed		\$0.00

LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$3,100.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Snap & Read		\$0.00
1	1	6	Heggerty		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional Coach - Math		\$0.00
1	3	1	Interventionist and Dyslexia Teacher		\$0.00
1	3	6	IA		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual Instructional Assistant, Bilingual Teachers in K-4, Woodcock M.Language Survey Protocols,ELPS Reference Materials, Professional Development Resources for all Bilingual Teachers		\$0.00
1	2	4	Hand-Outs for parent information, Bilingual IA, Bilingual Teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

212 - Title I, Part A, School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$134,841.00
Grand Total Spent					\$137,941.00
+/- Difference					-\$3,100.00