

Huntsville Independent School District

Scott Johnson Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Scott Johnson Elementary has the following population represented: Based on most current 22-23 TAPR:

Overall Demographics & Special Programs

Total Number of Students	591
Economically Disadvantaged	79.7%
Hispanic	39.8%
African American	20.5%
White	35%
Pacific Islander	0%
American Indian	.7%
LEP	20.1%
Special Education	16.1%
Gifted & Talented	5.1%
Dyslexic	5.8%
At Risk	51.1%

In 2024-2025, the Scott Johnson Elementary campus moved to a new location. We also added two additional grade levels, Pre K and 5th grade. Our student population grew 42 %. Enrollment ended at 904 students.

Enrollment: 904

Top 3 Ethnicity:

- Hispanic: 394, 40.3%
- White: 309, 31.6%
- African American: 215, 22%

Economically Dis: 81%

504: 38

GT: 45
SPED: 203
EB: 178
Staff: 73

Demographics Strengths

SJE has a diverse student population. Each population brings a variety of culture and enrichment to the campus makeup.

The diversity of the campus enables students from a variety of experiences and backgrounds to come together to learn and grow together.

Student to teacher ratio in Bilingual classes is on average 22:1.

SJE has a variety of systems in place to support all students in achieving their success to align with the district and campus visions (Rtl, SEL, Interventionists, CKH, PLC's, and tutors).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent engagement and support is lacking for students especially in the Economically Disadvantaged/At Risk population.

Root Cause: Campus needs to provide more opportunities to foster relationships with our parent and community to increase involvement.

Student Learning

Student Learning Summary

Reading & Math Progress:

Tier 2 & Tier 3 interventions will continue for the 2025-2026 school year using researched based interventions and resources. Tier 2 interventions will occur during Huddle Time, which is a designated intervention/enrichment time during the school day. A staggered schedule will help to provide additional campus supports to the various grade levels as needed.

Gains were made in reading levels the last few years due to an intentional focus on reading. The progress to annual typical growth for 2nd grade Reading was 77% and 97% for 4th grade based on i-Ready EOY data. The median growth for the campus was 77%. The progress to annual typical growth for 3rd grade Math was 74%, and 4th grade Math was at 67%, but 1st grade grew 97%, 2nd grade grew to 77%. We still have growth opportunities to meet annual typical growth measures and meet campus mission and vision statements.

There is a continued need for targeted interventions in small groups for students who have learning gaps and are not reading on grade level.

Technology Integration:

Students and staff have access to a variety of technology tools. We will continue to update devices this school year, and will have to be phased in as new tools are purchased. There continues to be a need for replacement devices due to increased usage this school year with online testing platforms and gains in population with adding Pre K and 5th grade to our campus.

Student Progress:

Student Progress Data is collected from Common Formative Assessments and progress is discussed and monitored. Students in need of Tier 2 & 3 Intervention are discussed at the weekly RtI meetings that include the Reading and Math Specialists, Classroom Teachers, Counselors, and an Administrator. Additional training on the district and campus RtI process will be provided for staff during the 2025-2026 school year along with researched based instructional strategies that promote engagement (Action Based Learning) and build capacity within RtI team. We will also use CTM (Collaborative Team Meetings) weekly PLC's to improve teacher capacity in understanding of TEKS and instructional best practices.

STAAR Data: (2025 Data):

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
3rd Math	74	142	52%	38	142	27%	10	142	7%
3rd Reading	79	144	55%	42	144	29%	9	144	6%
4th Math	71	142	50%	35	142	25%	20	142	14%
4th Reading	106	143	74%	61	143	43%	18	143	13%
5th Math	66	139	47%	33	139	24%	12	139	9%
5th Reading	74	139	53%	50	139	36%	19	139	14%

SJE	Met	Tested	App.	Met	Tested	Meets	Met	Tested	Masters
5th Science	33	140	24%	9	140	6%	3	140	2%

Our overall rating fell from a (70)C in 2024 to an (59) F in 2025. School Progress went from a (74) C to a (57)F, but our closing the gaps did increase+ to a 65 (2025) from a 61 (2024).

Student Learning Strengths

STAAR Results Showed Progress in the following areas:

4th Grade RLA Meets grew 5%. 4th Grade Math Masters grew %1. All other areas did not show growth.

Campus Strengths:

Collaborative Teams work together to Plan Forward units utilizing the Planning Forward Protocol established by the Instructional Leadership Team (ILT). Teams analyze student data to make instructional changes to their practice and also to provide intervention and enrichment for students. Scott Johnson Elementary is a Nationally Recognized Model PLC campus, and a Nationally Recognized Showcase Campus for Capturing Kids Hearts.

RtI team meets weekly which includes the classroom teacher, counselor, math & reading specialists, and an administrator. More training is needed for staff to fully understand the function of all 3 tiers for Behavior and Academic RtI. Our district is streamlining and improving the RtI process with a new district handbooks, programs, and guidelines for the process.

Progress Checks are conducted monthly to monitor student progress. Students have worked closely with teachers to create student goal setting tracking sheets and making SMART goals to track their individual growth.

Huddle Time is our campus wide intervention time, where students get targeted intervention/enrichment support to target growth and strength areas. This year the master schedule was adjusted to stagger intervention times in order to support more students with tutors and interventionists.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math.

Root Cause: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 2 (Prioritized): Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target.

Root Cause: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3 (Prioritized): 76% of SJE 5th grade students did not meet passing standards for STAAR Science.

Root Cause: New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

School Processes & Programs Summary

Staff at SJE are highly qualified. The number of teachers that have received Gifted and Talented and English as a Second Language certification has increased. SJE provides a variety of programs for students which include: Reading and Math intervention, Dyslexia Services, Gifted & Talented, ESL, Bilingual, Special Education, Art, Music, Media/Library, Physical Education, Technology Integration, Parent Outreach, and Community Involvement.

Teacher teams work collaboratively to develop high quality lessons through the Planning Forward Protocol which identifies high impact/Essential TEKS for focused learning outcomes. Learning Targets are assessed and students are provided intervention and enrichment when necessary. Scott Johnson is a nationally recognized Solution Tree PLC campus.

Staff are involved in student centered committees that promote the positive school climate and culture that exists at SJE. There has been a concern expressed that more student organizations/after school activities are needed.

SJE has a growing need for assistance and intervention with Spanish Speaking students especially at a Tier 2 and Tier 3 level.

There is also a need for student support in K-5 at the Tier 2 & 3 level for behavior and academics. A leveled behavior system has been implemented. Additional campus training will be conducted to provide clear communication regarding student discipline and positive behavior supports (PBIS).

A system for monitoring attendance of students will be refined this school year yielding a higher impact on student achievement. Attendance incentives for students, classes, grade levels, and staff will be implemented.

A Time2Read is a sustained volunteer program that will continue for the 9th year at SJE. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review, practice of sight words, and mentorship.

The Positive Behavior Interventions and Supports (PBIS) Committee and CKH is an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, behavior, and over all social well being of students and staff.

School Processes & Programs Strengths

All students have the opportunity to be involved in a variety of programs: Music (Choirs- both SJE and the Huntsville ISD District Choir), Art, Technology, Wonder Workshop, Enrichment, etc.

Positive Behavior Support is an integral part of our campus wide system for student success both academically and behaviorally. Incentives for students and staff are in place to promote a positive and supportive learning environment. Campus scheduling is student centered for all academic and extracurricular endeavors.

The Capturing Kids Hearts program was implemented and widely accepted by students, staff, and parents this year. After visits and stakeholder input, SJE was selected as a Nationally Recognized Showcase Campus Award winner for strong implementation and success rate.

Wonder Workshop is provided for Gifted and Talented students monthly.

Campus Committees and the Guiding Coalition team add value to the campus through the organization of events, systems, student incentive, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture of the campus. Student Math and Reading Learning Nights are well attended by the community and offer resources

for extending learning at home.

Bedtime in a Box was implemented this year with the addition of Pre K, and was designed to increase literacy and support learning at home with parent involvement.

A New Teacher Committee was formed to assist those new to teaching and the campus, to provide additional supports along with mentor teachers to build teacher capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year.

Root Cause: Lack of consistent implementation of the PLC framework primarily.

Perceptions

Perceptions Summary

Scott Johnson Elementary embraces the understanding that ALL students matter. We have a shared vision that ALL students can learn, and deserve a positive learning climate where they are challenged to succeed each and every day. The staff created the vision together throughout this school year, and are committed to help students learn and grow as they continue set goals and own their learning. Students are taught schoolwide expectations throughout the school year in systematic year way involving all stakeholders.

Kelso's Choice Conflict Resolution was implemented during the 2018-2019 school year, and continues this school year. The Kelso program is the basis of our social emotional learning for the campus. The character education portion of Kelso's Choice and Quaver were purchased this past school year, and will continue to be used during the 2025-2026 school year. The Character Education/Social Skills instruction for students occurs during Morning Meeting time. SJE currently has a Morning Meeting time built into the master schedule. This is a 15 minute time set aside for teachers to teach lessons, celebrate success, and brainstorm solutions to social problems within the classroom. This past school year, restorative circles were added to the Morning Meeting time, and we will continue to implement throughout the 2025-2026 school year in addition to Capturing Kid's Hearts training with district support.

Teacher Teams work together daily to create high quality lessons during collaborative planning times (PLC).

A multi-system of support that provides intervention/enrichment has been put into place for a common time throughout the school for 20/30 minutes daily. Ongoing training will be provided for staff to ensure clarity of the process and ensure high quality learning is taking place during Huddle Time. Staff will share Huddle Plans and results of student learning in monthly progress checks. The Guiding Coalition will provide feedback and support to teachers.

There is a need for more parent involvement especially in academics and student success. Our events at the end of the year (SJE Learning Extravaganza Night and SJE Field Day) were highly attended by our parents. We currently have an active PTO.

Perceptions Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.

Cohesive Staff--all staff are a part of a variety of committees that function to improve the climate and culture of the campus focusing on student support, staff encouragement, and parent/community involvement. Staff recognition is built into the school culture.

A variety of positive parent communications occur weekly/monthly--newsletters, call system, Remind, websites, SJE Facebook page, Friday Folders, Class Dojo, emails, etc.

The Master Schedule is designed to protect learning time and include morning meetings for daily Character Education/Social Skills instruction. Huddle Time is built into the Master Schedule. All students attend enrichment or intervention during this designated time daily.

Mentor teachers, New Teacher Committee Support, and District Professional Learning are provided for new staff.

SJE has a growing partnership with SHSU with student method teachers, yearlong residents, and SHSU Parent Academies to support learning needs for staff and students.

Based on CKH Surveys, areas of strength include greeting, engaging, and empowering our students with connections and building relational capacity. Student leaders are implemented, social contracts are created together and encouraged to give affirmations to other students and staff members in the classroom and on campus. The CKH Discipline Model and Social contracts address behavioral issues.

Based on EOY Staff Surveys, areas of strength are staff members who are interested in leadership opportunities at 51%, building bonds with students, growing in their confidence and student growth in academics and social emotional learning.

Based on EOY Parent Surveys, 88.6% of our parents felt that SJE has done a good job keeping them informed about scheduled school events and activities. 91.4% feel our staff members are friendly and welcoming regardless of the reason that they come to the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement in sub groups is lower; especially Hispanic parents.

Root Cause: Communication barrier exists and campus outreach needs improvement.

Problem Statement 2: 50% of our Teachers indicated on the SJE Staff End of Year Survey, that they would like more professional development on ways to engage students and classroom management.

Root Cause: Lack of targeted and consistent of best instructional strategies focused on during Professional Development by Administrators and Instructional coaches.

Priority Problem Statements

Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math.

Root Cause 1: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year.

Root Cause 2: Lack of consistent implementation of the PLC framework primarily.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target.

Root Cause 3: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 76% of SJE 5th grade students did not meet passing standards for STAAR Science.

Root Cause 4: New content area and grade level to SJE, with the addition of new staff and new state Science standards.

Problem Statement 4 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 Achievement Domain
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: June 2, 2025

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%.

High Priority

Evaluation Data Sources: The percentage of students from all student groups will increase from prior year.

Strategy 1 Details	Reviews			
Strategy 1: Analyze and unpack reading and math essential standards in K-5th vertical teams. Strategy's Expected Result/Impact: 1. Review process for unpacking standards. 2. Train new staff on how to unpack standards. 2. 100% of staff will analyze standards in grade level teams. 3. Lesson design will reflect focus on essential standards and will be evaluated through walk throughs. 4. Once a semester provide opportunities for vertical teams to meet. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize Instructional Assistants, teachers, and tutors to provide support for students in need of academic intervention in all academic areas in the classroom and in tutorials. Strategy's Expected Result/Impact: Increase in Reading Levels. Increase in number of students Meeting Standard on formative and summative assessments. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: IA's - State Comp Ed, Part-Time Tutors - 211 - Title I, Part A - \$18,500, Snap & Read - 289 - Title IV, Part A, Sub 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing instructional coaching and feedback to all staff through modeling, learning walks, administrative walk throughs, and T-TESS observations. Implementation of walk through forms focused on target areas of Instructional Best Practice, Content & Language Objectives, PBIS Classroom Strategies, and EB Instruction Strategies. Strategy's Expected Result/Impact: Increase student academic achievement through 1-1 teacher training/coaching. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Director of C&I 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: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Collaborative Teams will develop engaging hands-on lessons in ELA, Math, Social Studies, and Science aligned with Essential TEKS utilizing the "I do", "we do", "you do" instructional model. Strategy's Expected Result/Impact: Increased Student Achievement/Progress Provide hands-on/engaging learning experiences that connect with the real-world Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will meet daily in Collaborative Teams to analyze data from summative and formative assessments to further reflect and act upon identified student needs. Data will be collected and monitored within the campus based/developed student achievement tracking binders. Data will be utilized to guide the development of intervention and enrichment groups. Strategy's Expected Result/Impact: Increased professional growth and learning for teachers. Increased student achievement/progress. Appropriate placement of students in remedial instructional courses/interventions Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 3 - School Processes & Programs 1 Funding Sources: ESC 6 Consultants - 211 - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math. **Root Cause:** Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina.

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. **Root Cause:** New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. **Root Cause:** Lack of consistent implementation of the PLC framework primarily.

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 on STAAR by 5%.

High Priority

Evaluation Data Sources: Students in all special programs will increase percentages on all state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide researched based interventions for academic and behavioral support using the RtI model and progress monitoring for identified students. Strategy's Expected Result/Impact: Increased Student Achievement/Progress through one-on one personalized student intervention and instruction. Staff Responsible for Monitoring: RtI Team Teachers Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Specialist/Interventionists - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Additional Planning Days for teachers in Grade Level teams and Bilingual Teachers for Planning Forward and Vertical Alignment. Strategy's Expected Result/Impact: 1. Completed Units 2. Standards understood with depth 3. Vertical consistency of essential TEKS 4. Consistent Vocabulary between grade levels. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Substitute Pay for Certified Teachers - 211 - Title I, Part A - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to use the ABL (Action Based Learning) brain gym for math and reading lessons. Strategy's Expected Result/Impact: Increase student academic achievement and engagement through the use of purposeful movement to support and enhance curriculum objectives. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Materials for Stations - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. Root Cause: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in mathematics and ELA/reading by 5%.

HB3 Goal

Evaluation Data Sources: All students will demonstrate growth in ELA/Reading and Math as shown on their growth charts and data binders.

Strategy 1 Details		Reviews			
Strategy 1: Utilize full time Teacher Specialists, teachers, and tutors to provide additional support for students who are in need of Tier 2 & Tier 3 Reading and Math assistance during class time, intervention time, and in tutorials. Strategy's Expected Result/Impact: Students reading on or above grade level in K-4. Student performing at or above grade level in Math. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Dyslexia, Rdg, Math Interventionists - State Comp Ed, Tutorial Compensation - 211 - Title I, Part A - \$41,500		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Students will track their learning through goal setting and reflection. Strategy's Expected Result/Impact: Students engagement in learning will increase due to motivation of tracking their own progress. Increase in students meeting standard in all academic areas. Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal Academic Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional Coaches, ESL Specialist, Bilingual Coaches, and ESC 6 Specialists specific to ELA, Math, and Science will support teachers through PLC planning, Planning Forward, Coaching Support, modeling, and providing professional development. Strategy's Expected Result/Impact: Well supported teachers. T-TESS growth Students meeting or exceeding standard on assessments Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 - School Processes & Programs 1 Funding Sources: ELA Coach - State Comp Ed, Math Coach - 211 - Title I, Part A - \$81,940	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide researched based materials/manipulatives to increase understanding of essential TEKS in all content areas. Strategy's Expected Result/Impact: Increase in number of students meeting and exceeding standard on assessments. Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Science Materials - 211 - Title I, Part A - \$5,000, Reading Materials - 211 - Title I, Part A - \$5,731 , Math Manipulatives - 211 - Title I, Part A - \$5,000, Rosetta Stone Access for EB students - 263 - Title III, Part A	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. **Root Cause:** New content area and grade level to SJE, with the addition of new staff and new state Science standards.

School Processes & Programs

Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. **Root Cause:** Lack of consistent implementation of the PLC framework primarily.

Goal 1: ACADEMIC PERFORMANCE





All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for reading (PK-K) or reading on grade level (1-8) by 5%.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning opportunities for staff on how to differentiate instruction using research based best practices (small group instruction, TEKS based work-stations). Strategy's Expected Result/Impact: Needs Assessment Improved student performance Achievement gaps closed Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Coaching and Feedback from a Reading Consultant from ESC 6. Strategy's Expected Result/Impact: Increased number of student reading on or above grade level Well supported teachers Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: ESC6 Reading Specialist - 211 - Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase additional reading resources for classroom libraries that includes a variety of reading levels and organizational systems to aid in student use. Strategy's Expected Result/Impact: Student reading levels increasing. Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1 Funding Sources: Reading Materials for stations - 211 - Title I, Part A - \$6,000, 3rd & 4th Grade Guided Reading Books - LOCAL, Heggerty - 289 - Title IV, Part A, Sub 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 49% of SJE 3rd and 4th grade students did not meet passing standards for STAAR Math. Root Cause: Lack of understanding in the rigor of questions needed on formative assessments and more training needed on analyzing standards to develop proficiency levels, evidence of learning, and increasing testing stamina. Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. Root Cause: Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies. Problem Statement 3: 76% of SJE 5th grade students did not meet passing standards for STAAR Science. Root Cause: New content area and grade level to SJE, with the addition of new staff and new state Science standards.
School Processes & Programs
Problem Statement 1: On the 2025 STAAR RLA, 61% were Approaches and 36% were Meets, which decreased from the prior year. Root Cause: Lack of consistent implementation of the PLC framework primarily.





Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 5: Increase the percent of students meeting College, Career, and Military Readiness criteria by 5%.

HB3 Goal

Evaluation Data Sources: College, Career, Military events and celebrations on campus calendar.

Strategy 1 Details	Reviews			
Strategy 1: Promote collegiate aspirations with college days. Strategy's Expected Result/Impact: Campus staff wearing college shirts will increase interest and promote higher learning. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to host SHSU students for observations, volunteer work, and other community volunteers to our campus. Strategy's Expected Result/Impact: Building relationships with college, career, and military opportunities to support continued education. Staff Responsible for Monitoring: Principal Asst. Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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 1: Implement procedures and systems that promote and support positive behaviors and social and emotional well-being.

Evaluation Data Sources: Positive Referrals, PBIS incentives, SEL Quaver Data

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing PBIS (Positive Behavior Interventions & Support) and CKH (Capturing Kids Hearts) professional development for all staff that includes strategies for classroom teachers based on data and staff input reviewed by staff and the PBIS and Process Champion teams. Strategy's Expected Result/Impact: Protected instructional time due to less behavior disruptions TTESS growth Reduction in Referrals Staff Responsible for Monitoring: Principal Assistant Principal PBIS Committee Chair 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 Funding Sources: PBIS Resources - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue student recognition programs such as: Positive Referrals, Buzzy's Best weekly drawings, student recognition and award assemblies, and the Buzzy's Best store. Strategy's Expected Result/Impact: Increase in student positive recognition Reduction in Office Referrals Assemblies scheduled Staff Responsible for Monitoring: Principal Assistant Principal Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Positive Referral T-Shirts, Star Student Certificates - LOCAL	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Maintain the Check-In/Check-Out system for student who are in need of Tier 2 or Tier 3 behavior intervention and supports. Monitor through RtI. Strategy's Expected Result/Impact: Reduction in Office Visits Reduction in Referrals Increase in Positive Behavior Staff Responsible for Monitoring: Principal Assistant Principal Behavior Support Staff Behavior Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Treasure Tower Tokens,Folders and Supplies - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide mentor-ship opportunities for students through campus, college, and community partnerships. Strategy's Expected Result/Impact: Mentor List Mentor Activities Decrease in office referrals Student Progress Staff Responsible for Monitoring: Principal Assistant Principal Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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: Campus safety PD and trainings, HISD Safety implementation Data, Staff and Parent Surveys





Strategy 1 Details	Reviews			
Strategy 1: Review and practice the Crisis Management Plan with faculty and staff to ensure all stakeholders are aware of their role in the event of a crisis. Provided training updates as needed. Strategy's Expected Result/Impact: Agenda Sign In Dates on calendar Staff Responsible for Monitoring: Principal Assistant Principal School Nurse Counselor Crisis Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Practice emergency situations monthly. Provide emergency reference materials for all areas. Strategy's Expected Result/Impact: All staff and student participate and understand the procedures. Use the Crisis-Go App to conduct drills effectively Staff Responsible for Monitoring: Principals Assistant Principal ESF Levers: Lever 3: Positive School Culture	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: Parent, staff and student surveys





Strategy 1 Details	Reviews			
Strategy 1: Implement and provide school wide programs to develop social skills and character education . Strategy's Expected Result/Impact: Collaboration Lessons planned for the year CKH staff, student, and parent surveys Staff Responsible for Monitoring: PBIS Committee Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Certificates & Reward - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct professional development for all staff in office vs. classroom managed behaviors utilizing positive behavior supports and interventions. Strategy's Expected Result/Impact: All staff trained Agendas Sign-In Sheets Staff Responsible for Monitoring: Principal Assistant Principal Counselor ESF Levers: Lever 3: Positive School Culture	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 through inclusivity.

Performance Objective 1: Provide opportunities for parent 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: Provide opportunities for parent and community involvement and incentives through a variety of events established by campus committees. Strategy's Expected Result/Impact: Schedule Calendar of Events Parent/Community Participation Increased Number of opportunities increased Staff Responsible for Monitoring: Principal Assistant Principal Counselor Funding Sources: Supplies for events - LOCAL, Parent Involvement Programs - 211 - Title I, Part A - \$2,400	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue community mentor partnership with local faith based organizations, SHSU, A Time 2 Read, and other community entities that promote student achievement and positive relationships. Strategy's Expected Result/Impact: Number of students participating Events Agendas Sign-in sheets Assessment Results Student Surveys Staff Responsible for Monitoring: Principal Assistant Principal Counselor	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 through inclusivity.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain consistent communication with parents, staff, and community members through monthly newsletters, school website, school messenger system, social media, and SMORE digital newsletter. Strategy's Expected Result/Impact: Publications Website Phone logs Video links Staff Responsible for Monitoring: Principal Assistant Principal Counselor Media Specialist Staff Funding Sources: Subscription to Electronic Newsletter "Smore". - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the number opportunities and ways for parents of second language learners to learn how to access school information through correctly translated information, website language conversion, and informational parent sessions. Strategy's Expected Result/Impact: Increase in the number of parents of second language involvement in informational parent nights. Staff Responsible for Monitoring: Principal Assistant Principal Bilingual/ESL Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Student Learning

Problem Statement 2: Emergent Bilingual progress on TELPAS decreased from 2023 (68%) to 2024 (53%), and did not meet the long term target. **Root Cause:** Lack of a systemic approach to monitoring instruction and providing targeted feedback and support regarding the use of sheltered instruction strategies and Summit K12 strategies.

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through 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: Create a plan for communicating with parents and community regarding learning standards, behavior expectations, volunteer opportunities, and ways to provide feedback to the campus through an open forum and surveys. Strategy's Expected Result/Impact: Increase in parent attendance and involvement in student academic informational events and academic student success. Staff Responsible for Monitoring: Principal Assistant Principal Parent Involvement Committee CAC TEA Priorities: Improve low-performing schools	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 through inclusivity.

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

Evaluation Data Sources: College Campus Days
Community Event Participation





Strategy 1 Details	Reviews			
Strategy 1: Increase college awareness with university days and campus events by recruiting community helpers that support CTE. Strategy's Expected Result/Impact: Expose students to a variety of career opportunities. Staff Responsible for Monitoring: Principal Asst. Principal Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 the districts mission and core belief statements.

Evaluation Data Sources: 25-26 Campus Budget Plan

Strategy 1 Details	Reviews			
Strategy 1: Expand the use of technology devices to enhance student learning/engagement and increase student achievement. Strategy's Expected Result/Impact: Inventory List Assessment Data Walkthroughs Staff Responsible for Monitoring: Principal Assistant Principal Instructional Learning Specialist (ILS) TEA Priorities: Improve low-performing schools Funding Sources: Chromebooks and tech equip (hover and swivel cams) - 211 - Title I, Part A - \$10,500, Chromebook Covers/Protection Cases - 211 - Title I, Part A - \$10,000, Kinder Ipads/covers - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Replace outdated and broken classroom technology: Promethean boards, projectors, Chromebooks, iPads, technology protection, etc... Strategy's Expected Result/Impact: Increase in the number of devices available for instruction. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Learning Specialist (ILS) TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Chromebook Protection Plan - 211 - Title I, Part A - \$10,000	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.

Evaluation Data Sources: Parent and Campus Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue replacing broken and outdated/dysfunctional furniture according to campus replacement plan. Strategy's Expected Result/Impact: Furniture purchased Replacement plan Staff Responsible for Monitoring: Principal Assistant Principal Funding Sources: Teacher Chair replacement - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				





Goal 5: STAFF

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

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

Evaluation Data Sources: Retention data, District and Local Job Fair Participation

Strategy 1 Details		Reviews			
Strategy 1: Increase the frequency and design of staff recognition and accomplishments through monthly celebrations, drawings, perfect attendance and teacher/staff of the month and EOY awards. Strategy's Expected Result/Impact: Retention of staff. Increase in staff attendance and student achievement. Staff Responsible for Monitoring: Principal Assistant Principal Campus Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - LOCAL		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Continue the New Teacher Committee that exists to promote campus involvement, mentor-ship, and professional learning. Strategy's Expected Result/Impact: Agendas Well Supported Teachers Staff Responsible for Monitoring: Principals Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - Funding Sources: Professional Development Material - LOCAL, Mentor Stipends - 255 - Title II, Part A, New Tchr Academy ESC6 & Pre-Contract Pay - 255 - Title II, Part A		Formative			Summative
		Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide team building opportunities for staff throughout the school year. Strategy's Expected Result/Impact: Events Planned Staff Responsible for Monitoring: Principals Assistant Principal Committee TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing professional development based on areas of need identified by teachers and provide additional planning time in the form of full or partial day team planning once a nine weeks . Strategy's Expected Result/Impact: Increase in student achievement, engagement, and focused lessons. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Substitute Pay for Planning Days - 211 - Title I, Part A - \$4,000	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 academic and social success.

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

Evaluation Data Sources: District and Local Job Fair Participation





Strategy 1 Details	Reviews			
Strategy 1: Increase partnership with SHSU and other universities to identify qualified student teachers that are ready for employment. Strategy's Expected Result/Impact: Student Teacher Observations Teacher input and feedback on student teacher performance. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attend job fairs for recruiting purposes. Strategy's Expected Result/Impact: Recruiting of High Quality Staff Staff Responsible for Monitoring: Interview Committee Principal Assistant Principals	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 academic and social success.

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

Evaluation Data Sources: Campus PD Calendar

Strategy 1 Details		Reviews			
Strategy 1: Survey staff on professional learning needs. Strategy's Expected Result/Impact: Staff input on staff development needs. Targeted staff development based on needs and student performance data. Staff Responsible for Monitoring: Principal Assistant Principal Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

State Compensatory

Budget for Scott Johnson Elementary

Total SCE Funds: \$686,891.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

Personnel for Scott Johnson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beatriz Arevalo Cruz	IA - Bilingual	1
Brenda Moss	Interventionist - Math	1
Candeleria Jones	IA - Bilingual	1
Melissa Owens	IA - General	1
Myla Weber	Interventionist - Rdg	1
Shanna Hollis	Instructional Coach - ELA	1
Vacant	Dyslexia Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crissie Fowler	Instructional Coach - Math		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Part-Time Tutors		\$18,500.00
1	1	5	ESC 6 Consultants		\$5,000.00
1	2	2	Substitute Pay for Certified Teachers		\$4,000.00
1	3	1	Tutorial Compensation		\$41,500.00
1	3	3	Math Coach		\$81,940.00
1	3	4	Science Materials		\$5,000.00
1	3	4	Math Manipulatives		\$5,000.00
1	3	4	Reading Materials		\$5,731.00
1	4	2	ESC6 Reading Specialist		\$5,000.00
1	4	3	Reading Materials for stations		\$6,000.00
3	1	1	Parent Involvement Programs		\$2,400.00
4	1	1	Chromebook Covers/Protection Cases		\$10,000.00
4	1	1	Chromebooks and tech equip (hover and swivel cams)		\$10,500.00
4	1	2	Chromebook Protection Plan		\$10,000.00
5	1	4	Substitute Pay for Planning Days		\$4,000.00
Sub-Total					\$214,571.00
Budgeted Fund Source Amount					\$214,571.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	New Tchr Academy ESC6 & Pre-Contract Pay		\$0.00
5	1	2	Mentor Stipends		\$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	4	Rosetta Stone Access for EB students		\$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	2	3	Materials for Stations		\$0.00
1	4	3	3rd & 4th Grade Guided Reading Books		\$0.00
2	1	1	PBIS Resources		\$0.00
2	1	2	Positive Referral T-Shirts, Star Student Certificates		\$0.00
2	1	3	Treasure Tower Tokens,Folders and Supplies		\$0.00
2	3	1	Student Certificates & Reward		\$0.00
3	1	1	Supplies for events		\$0.00
3	2	1	Subscription to Electronic Newsletter "Smore".		\$0.00
4	1	1	Kinder Ipads/covers		\$0.00
4	2	1	Teacher Chair replacement		\$0.00
5	1	1			\$0.00
5	1	2	Professional Development Material		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Snap & Read		\$0.00

289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	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	2	IA's		\$0.00
1	2	1	Specialist/Interventionists		\$0.00
1	3	1	Dyslexia, Rdg, Math Interventionists		\$0.00
1	3	3	ELA Coach		\$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
					\$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
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$214,571.00
Grand Total Spent					\$214,571.00
+/- Difference					\$0.00