

Allen Independent School District
Chandler Elementary
2022-2023 Campus Improvement Plan



CHANDLER
ELEMENTARY SCHOOL

Mission Statement

The mission of Chandler Elementary is to expand the boundaries of education in a nurturing and supportive environment in order to cultivate a community of lifelong learners.

Vision

Where Cheetahs Cultivate, Connect, and Collaborate

Value Statement

We Believe:

Students have a desire to come to school every day because they have a passion for learning, feel valued, safe, empowered, and most importantly nurtured.

All students are capable of growth and learning through high quality instruction that is differentiated to meet our students' needs.

In building relationships to achieve unity by embracing diversity, creating a sense of community, and partnering with families.

Collaboration and communication are essential in creating a student-centered environment where all are empowered to reach their full potential.

In having a growth mindset and building capacity through high-quality instructional practices.

Communication is the bridge to building and maintaining trusting relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carlena Chandler Elementary is one of Allen ISD's 18 elementary campuses for grades K-6 and had 585 students enrolled during the 2021-2022 school year. Attendance has remained consistent over the past 6 years and slightly higher than district and state averages. Procedures are implemented to encourage attendance such as frequent parent communication from teachers and administration, parent sign in, student conferences, and awards for attendance. The mobility rate for 2021-2022 was 6.9%, which is consistent with the district and lower than the state average of 17.3%., however, has steadily increased over the past 6 years.

At Chandler Elementary, staff quality is an important factor in promoting student success on our campus. All teachers and paraprofessionals at Chandler are highly qualified. Teachers are ESL certified. Various activities, such as Sunshine Committee events and team building activities are held on campus to promote team building and a family-type atmosphere.

School and Student Information 2021-2022

Attendance Rate Data Not Available

Enrollment by Race/Ethnicity

African American	20.00%
Hispanic	11.11%
White	41.54%
American Indian	0.34%
Asian	21.20%
Pacific Islander	0.00%
Two or More Races	5.81%

Enrollment by Student Group

Economically Disadvantaged	16.58%
English Learners	8.72%
Special Education	18.12%
Gifted and Talented	9.06%

Demographics Strengths

Chandler Elementary has many strengths. Some of the most notable strengths include:

- Many families move into AISD school district for the outstanding reputation of the schools and Chandler staff members embrace all students regardless of race, culture, or ethnicity.
- Chandler continues to have a high attendance rate. The campus attributes this to a strong partnership with families and a focus on high quality education.
- Chandler enjoys rich cultural experiences and diversity of students and families.
- Chandler enrollment has remained fairly consistent over the last five years, however we did see a slight decline for the 21-22 school year.
- Chandler has efficient systems in place to streamline communication, and request records as soon as possible when new students enroll.
- Chandler provides a staff development plan based on campus and district needs as determined by data.
- Chandler has systems in place to support new staff and teachers (i.e. mentors, building buddies, and new teacher training).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Economically Disadvantaged percentage decreased from 25.58% to 16.58%. This may be attributed to the U.S. Department of Agriculture providing meals to all students free of charge regardless of eligibility through June 30, 2022 therefore free/reduced applications were not required. **Root Cause:** Due to mobility, economically disadvantaged students have learning gaps.

Student Learning

Student Learning Summary

Due to the pandemic disrupting school operations, Governor Greg Abbott determined that schools would not be rated on the state A-F accountability grading system for the 2020-2021 school year, but we are still required to make the STAAR exams available to every student eligible. However, students learning remotely were not required to take their grade level STAAR assessments in person.

Due to schools being closed because of COVID-19 in the spring of 2020, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year.

Chandler Elementary utilizes campus instructional coaches to ensure that strategies are designed to improve student performance. Weekly PLC meetings are centered around instructional planning with a focus on the TEKS. Chandler Elementary has a robust intervention and Rtl (Response to Intervention process.) Student information is reviewed routinely by the Rtl committee to meet the needs of struggling students. Intervention provided is based on universal screeners, district criteria and teacher input based on classroom observation.

Student Achievement Summary

Chandler Elementary met all academic standards and System Safeguards under the state's accountability system for the 2018-2019 school year. Chandler also earned STAAR Distinction Designation in the area of Postsecondary Readiness. All school in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Chandler Elementary exceeded all four targets.

2021-2022 Accountability Summary

Index	Chandler Elementary Score	Report Card
Index 1- Student Achievement	91	A
Index 2- Student Progress	90	A
Index 3- Closing Performance Gaps	96	A

Student Learning Strengths

A thorough analysis of Chandler Elementary student achievement reveals the following areas of strength:

Chandler increased the percentage of students **approaching** grade level standards on STAAR in all subjects and grade levels from 2021 to 2022.

Chandler increased the percentage of students **meeting** grade level standards on STAAR in most subjects and grade levels, with the exception of 6th Math from 2021 to 2022.

Chandler increased the percentage of students **mastering** grade level standards on STAAR in most subjects and grade levels, with exception to 5th and 6th Math, from 2021 to 2022.

2021-2022 STAAR Reading Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	86%	57%	41%
4 th Grade	87%	67%	38%
5 th Grade	95%	85%	67%
6 th Grade	87%	63%	38%

2021-2022 STAAR Math Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
3 rd Grade	88%	60%	31%
4 th Grade	83%	56%	36%
5 th Grade	92%	73%	40%
6 th Grade	91%	69%	36%

2021-2022 STAAR Science Performance Summary

	Approaches Grade Level (Passing)	Meets Grade Level	Masters Grade Level
5th Grade	90%	52%	21%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math. **Root Cause:** On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test, all students are expected to take one test.

School Processes & Programs

School Processes & Programs Summary

Chandler Elementary staff work in a collaborative manner to meet the needs of our students. Teachers and administrators work together to make instructional decisions that support students and instruction. The leadership team works with teachers to review ongoing student data in order to provide targeted instruction for all students. Student learning needs and expected outcomes for achievement are discussed during staff professional development, PLC's, and Data Dives. The Chandler CORE SIT team meets on a regular basis to discuss students who are not making progress with their social emotional or academic learning needs. Student Intervention Team meetings and review ARD or 504 meetings are also called in an effort to make adjustments and help students grow.

School Processes & Programs Strengths

- The goals for the campus and district are student centered and focused on student successful (academic and social/emotional)
- Teachers and staff provide opportunities for student growth
- Strong communication between teams, teachers and administration
- Students are engaged in learning
- Chandler teachers and staff go above and beyond to meet student needs (academic and social/emotional)
- Disaggregation and analysis of assessment is utilized frequently to monitor progress, determine intervention, and improve student achievement
- Student Learning Objectives improve student outcomes and allow for reflection
- Students who are performing below expectations are identified quickly and systems are implemented to provide support
- After school clubs and extracurricular activities allow for student growth
- Schedules allow for common planning times for PLC's, common planning day, and consistent Wednesday meetings
- Positive Behavior Intervention and Support Team (PBIS) determines and implements proactive measure to create a safe and secure environment
- Teachers and staff have a sense of urgency and commitment to improve student achievement
- Creative scheduling is used to minimize disruptions (assemblies, special events)
- Instructional Coaches provide valuable feedback and clear communication
- Teams work collaboratively and communicate frequently (informal leadership)
- Teachers are empowered to implement new initiatives based on student needs and interest
- Parent survey results reflect a very high perception of the school as a whole
- There is a high PTA involvement and collaboration with staff and parents are very supportive
- School-wide positive incentives and reinforcements are effective through the Positive Behavioral and Intervention Supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students moving into the community have learning gaps and/ or social and emotional needs. Academic achievement and Social Emotional Learning (SEL) are top priorities. **Root Cause:** Students from low socio-economic families may be dealing with isolation, fear, and facing other emotional hardships.

Perceptions

Perceptions Summary

Chandler Elementary is dedicated to nurturing and inspiring life-long learning where every student can reach his or her full potential. Our school community is one that is inclusive and fosters developing positive relationships between parents, teachers and students. A welcoming and inviting atmosphere has been established and students are affirmed and encouraged to be the best person they can be.

The community and staff have high expectations for academic success, as well as behavior and citizenship. Chandler staff care about their students, recognize their accomplishments, and encourage them to show appreciation and acceptance of their peers. Staff embraces the "Growth Mindset" and encourages students to persevere when challenged. Staff participate in on-going professional learning to grow professionally by meeting weekly in Professional Learning Communities with our Instructional Coaches, staff meetings, and attending training.

We are continuing to increase efforts to communicate with families and community stakeholders in a variety of ways. The Chandler Elementary PTA is committed to supporting students and staff in a variety of ways. PTA funds are utilized well for programs and events that enrich the educational, cultural, and personal development of students. The campus website, principal and PTA newsletter, as well as social media allow for continuous efforts to be made in increasing parent involvement here at Chandler.

Chandler Elementary offers a variety of extracurricular activities to meet the needs and interest of all students such as UIL, Cheetah Chasers running club, Safety Patrol, Student News Crew, Student Council, Empowered Leaders, Book Club, and Honor Choir.

Perceptions Strengths

- Cohesiveness of staff
- Parents and community feel Chandler has a welcoming and inviting atmosphere
- The atmosphere is positive and affirming for children
- Staff care about students and recognizes their accomplishments
- Student safety is a priority
- Students are encouraged to show appreciation and acceptance of their peer
- Communication and information from the school regarding activities and events
- Staff responds in a timely manner and are available to respond to concerns
- Chandler has high academic and behavioral expectations
- The Principal and Assistant Principal provide effective leadership and are often visible at school and school events
- PTA funds are utilized for programs that enrich the educational, cultural, and personal development of students

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to our diverse population and students coming from various backgrounds and it is more difficult for families to feel immersed in our school

culture. **Root Cause:** Cultural awareness and education of staff, students, and families is imperative.

Priority Problem Statements

Problem Statement 1: The Economically Disadvantaged percentage decreased from 25.58% to 16.58%. This may be attributed to the U.S. Department of Agriculture providing meals to all students free of charge regardless of eligibility through June 30, 2022 therefore free/reduced applications were not required.

Root Cause 1: Due to mobility, economically disadvantaged students have learning gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students identified as SPED have shown a decrease in the number of students approaching grade level standards (passing STAAR) in reading and/or math.

Root Cause 2: On a daily basis, learning is differentiated to meet the students individual needs (often teaching below grade level standards per student's IEP), however for the STAAR test, all students are expected to take one test.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students moving into the community have learning gaps and/ or social and emotional needs. Academic achievement and Social Emotional Learning (SEL) are top priorities.

Root Cause 3: Students from low socio-economic families may be dealing with isolation, fear, and facing other emotional hardships.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to our diverse population and students coming from various backgrounds and it is more difficult for families to feel immersed in our school culture.

Root Cause 4: Cultural awareness and education of staff, students, and families is imperative.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data


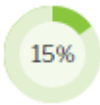





- Parent surveys and/or other feedback

Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Chandler Elementary will use assessment data to inform instructional decision-making for core instruction and targeted intervention/enrichment to increase overall academic achievement of all students.






Evaluation Data Sources: Classroom, District, and State Assessment Data, Observations, Lesson Plans, Attendance, Tutoring Attendance, Progress Monitoring, DRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler Elementary teachers will meet in professional learning communities to learn, share, and provide feedback regarding the implementation of instruction, assessments, data collection, and student progress.</p> <p>Strategy's Expected Result/Impact: Increase the academic progress of students</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Chandler Elementary staff will meet every 6-8 weeks with campus instructional coaches and/or district instructional specialists to plan intervention/enrichment and classroom lessons to support best practices and student growth.</p> <p>Strategy's Expected Result/Impact: Thorough and more rigorous planning to meet varied needs of students and promote increased achievement.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, SSI, CIS, Instructional Coaches, Instructional Specialists</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze campus and district data to plan for instruction during our Intervention block to consistently meet differentiated needs of all students.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps to support student mastery of grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches, Special Area Staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: Chandler Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.


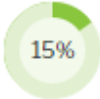





Evaluation Data Sources: Number of discipline referrals, student responses in the classroom and within the school community, staff and parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler Elementary will use restorative practice with students to encourage empathy and kindness towards others.</p> <p>Strategy's Expected Result/Impact: Increase in students' ability to take ownership over poor choices and work to resolve conflict/make the situation better</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Counselors</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 3: Chandler Elementary will implement collaborative structures that support campus and community culture.






Evaluation Data Sources: Staff and family surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership capacity will be developed with purposeful campus teams and committees. Strategy's Expected Result/Impact: Increased leadership capacity will lead to increased awareness of campus and district goals. Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Work collaboratively with PTA Board and members to sustain a shared mission supporting students, staff, and families. Strategy's Expected Result/Impact: Positive impact on students, staff, and families Staff Responsible for Monitoring: Principal, Chandler PTA</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Chandler Leadership Team will work to increase parent engagement to foster a positive relationship between school and home. Strategy's Expected Result/Impact: Increased positive parent involvement Staff Responsible for Monitoring: Chandler Leadership Team, teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Allen ISD will cultivate a culture of excellence.

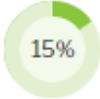




Performance Objective 4: Chandler Elementary will reinforce PBIS (Positive Behavioral Intervention Supports) to maintain focus on a positive learning environment and reduce discipline referrals.

Evaluation Data Sources: Data indicating reduced discipline referrals will be utilized

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler Elementary staff will give out P.A.W.S. tickets to reinforce Positive Behavior Intervention Supports.</p> <p>Strategy's Expected Result/Impact: This student incentive plan is effective in developing a sense of responsibility and reward for following our common area expectations.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Sept	Dec	Mar	May
				
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Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.



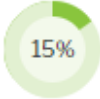

Performance Objective 1: Chandler Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires collaboration, problem-solving, and innovation.






Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler Elementary will empower campus leaders to equip our staff with differentiated learning opportunities that target an array of technology platforms that promote student innovation and presentation.</p> <p>Strategy's Expected Result/Impact: Increase in student innovation, collaboration, and problem solving skills, provide additional opportunities for students to have voice and choice over how to demonstrate their understanding of content</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Campus Tech, Instructional Coaches, Technology Action Team, Library Media Specialist</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Chandler Elementary will provide targeted, differentiated instruction based on analysis of student data.

Evaluation Data Sources: Classroom, District, and State Assessment Data, Observations, Lesson Plans, Attendance, Tutoring Attendance, Progress Monitoring, DRA, mClass, and MAP






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Includes GT staffing and/or resources designated on campus.</p> <p>Staff Responsible for Monitoring: AIM Teacher</p> <p>Funding Sources: - GT Allotment - \$70,149</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Funds designated to provide supplement the regular education program for educationally disadvantaged and at-risk students.</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$78,169</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide learning experiences and services for special education students to support individual learning needs.</p> <p>Staff Responsible for Monitoring: Designated amounts include SPED staffing and/or resources on campus.</p> <p>Funding Sources: - Special Education: State Special Allotment - \$798,919</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental learning experiences for Emergent Bilingual Students promoting language acquisition and academic achievement.</p> <p>Staff Responsible for Monitoring: EL Support and supplemental resources</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$600, - Title III EL</p>	Formative			Summative
	Sept	Dec	Mar	May
				

Strategy 5 Details	Reviews			
Strategy 5: Provide learning experiences and services for dyslexia students to support individual learning needs. Staff Responsible for Monitoring: Dyslexia Therapist Funding Sources: - Dyslexia: State Allotment - \$44,401	Formative			Summative
	Sept	Dec	Mar	May
				
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Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 59.14% to 62% by June 2024.


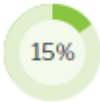




HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler teachers will implement small group and/or differentiated instruction for Gen Ed and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Consistent use of small group and/or differentiated instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, K-3 Teachers, SSI Teacher, Resource Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 63.44% to 66.5% by June 2024.







HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler teachers will implement small group and/or differentiated instruction for Gen Ed and SPED students using a variety of teaching techniques and strategies to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Consistent use of small group and/or differentiated instruction to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, K-3 Teachers, SSI Teacher, Resource Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers</p> <p>Funding Sources: - Early Education: State Allotment - \$144,837</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 4: Chandler Elementary students will be able to demonstrate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Evaluation Data Sources: Parent, teacher, and administrator feedback; Counselor feedback from participation in daily SEL lessons in classrooms; discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Chandler Elementary teachers and the Counselor will utilize the Second Step curriculum and Rhithm application, daily, to support students in learning and utilizing positive social and emotional skills.</p> <p>Strategy's Expected Result/Impact: Increase in students' ability to manage their own emotions/behavior, empathy, healthy relationships, and good decision making</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Chandler Elementary Counselor will lead a social-emotional learning (SEL) vertical team of teachers, monthly, to collaborate about ideas to support social-emotional learning at school and home.</p> <p>Strategy's Expected Result/Impact: Increase in students' ability to manage their own emotions/behavior, empathy, healthy relationships, and good decision making</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$144,837.00
Sub-Total					\$144,837.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$44,401.00
Sub-Total					\$44,401.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$600.00
Sub-Total					\$600.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$78,169.00
Sub-Total					\$78,169.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$798,919.00
Sub-Total					\$798,919.00
Title III EL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
Sub-Total					\$0.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$70,149.00
Sub-Total					\$70,149.00