

**Allen Independent School District**  
**Cheatham Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Cheatham Elementary will ignite the spark for an empowered education through service, fun and engaging experiences that focus on the whole child.

## Vision

Ignite the Spark!

## Core Beliefs

**Students:** All students will feel welcome and safe to embrace learning and diversity so that every student will be successful and achieve their full potential.

**Learning:** Learning has no boundaries. Every student deserves a chance to have ownership of his or her learning, regardless of race, gender, or status.

We believe learning is a lifelong journey that is inspired and practiced by all students and staff where risks are encouraged and mistakes are accepted.

**Environment:** Our school will radiate a positive energy by challenging, respecting and caring for all who enter while providing a safe environment.

**Staff:** As Chargers, we believe we have the privilege to use our diverse personalities and experiences to invest in lifelong learning and positive, respectful relationships. With a “whatever it takes” attitude, we will instill compassion, confidence and courage in our students.

**Parents/Community:** We believe in welcoming family and community to engage in working together in partnership to support our campus through building relationships and establishing student success.

**Communication:** We believe communication at Cheatham will be open, clear and consistent between staff, students, parents, and the community. We will always use a respectful and positive tone in order to benefit all.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 9
  - Perceptions 11
- Priority Problem Statements 13
- Goals 14
  - Goal 1: Allen ISD will cultivate a culture of excellence. 15
  - Goal 2: Allen ISD will prepare students to be future-ready for success in citizenship and college, career, or the military. 16
  - 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. 17
- Campus Funding Summary 20

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cheatham Elementary School was established in August 2010 and includes students in early childhood - 6th grade. Student enrollment at Cheatham Elementary has continued to steadily grow over the years due to new housing developments, new apartment complexes, and beginning in 2019 the addition of the early childhood program.

August 30, 2022 enrollment data shows that 814 students were enrolled at the school at that time. The campus demographics were comprised of 49% Asian, 37% White, 9% African American, 4% Two-or-More Races, and less than 1% American Indian/Alaskan Native and Native Hawaiian/Pacific Islander. The school's student groups included 19% English Second Language (ESL), 8% 504, 33% Special Education, 21% Gifted and Talented (K-6), and 11% Economically Disadvantaged.

Staff quality is an important factor in promoting student success on campus. All teachers at Cheatham Elementary meet the federal and state requirements of being highly qualified, resulting in students being surrounded by staff that holds high expectations for learning. Various opportunities such as Sunshine Committee events, Team building Committee events, professional learning communities, mentoring, individual/team instructional coaching, and professional development are intentionally provided for our staff throughout the year to promote team building and reinforce desired outcomes.

Cheatham Elementary continues to maintain an extensive number of experienced teachers as 91% have five or more years of teaching experience. Additionally, two of Cheatham Elementary's teachers have been recognized as Allen ISD's Teacher of the Year; one of those was also selected as a State of Texas Teacher of the Year prospect in 2016-17. A third teacher was recognized as the district's Rookie of the Year and nominated for the national PAEMST award for excellence in Math teaching in 2016-17.

## Demographics Strengths

Some of the most notable demographic strengths at Cheatham Elementary include:

- Many families move into our area due to the reputation of the school and district. Due to the value our parents and students place on education, they are committed to a strong level of success.
- The diversity of the community and student population enriches the Cheatham Elementary learning environment.
- The attendance rate at Cheatham Elementary continues to remain high at 98.4% (2022 State Accountability Report). This can be attributed to the strong value our parents and students place on education.
- 21% of the (K-6) students at Cheatham Elementary are Gifted and Talented according to the Allen ISD standards.
- Cheatham Elementary provides 1-1/2 English Language Facilitators to support the individual needs of our teachers and ESL students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The teacher to student ratio in multiple Kindergarten through fourth grade classrooms at Cheatham Elementary is above the state standard of 22:1. **Root Cause:** Student enrollment at Cheatham Elementary has continued to steadily grow over the years due to new housing developments and new apartment complexes.

# Student Learning

## Student Learning Summary

Due to the 85th Texas Legislature passing House Bill 22, the state has established both school and district accountability ratings. Cheatham Elementary's 2022 state accountability rating is an "A". The school has also been recognized by the state of Texas as an Honor Roll school. The Honor Roll recognizes schools that demonstrate high levels of student academic achievement, improvement in achievement gaps over time, and reduction in achievement gaps.

In addition to an overall performance rating, the state measures each school and district in three domains of academic performance: Student Achievement, School Progress, and Closing the Gaps. Cheatham Elementary met all academic standards and State & Federal System Safeguards under the state accountability system for the 2021-22 school year. Cheatham Elementary's ratings for the 2021-22 school year are detailed in the table below:

<b>2022 Accountability Summary</b>		
<b>Domain</b>	<b>Cheatham Elementary's Scaled Score</b>	<b>Rating</b>
Domain 1- Student Achievement	93	A
Domain 2- School Progress	91	A
Domain 3- Closing the Gaps	100	A

The state also acknowledges campuses for outstanding achievement based on the outcome of several performance indicators. These Distinction Designations are awarded for achievement if a campus is ranked in the top 25 percent (Quartile 1) of campuses in its campus comparison group (similar type, size, grade span, and student demographics). Cheatham Elementary earned STAAR Distinction Designations in four categories for 2022: Academic Achievement in ELA/Reading, Academic Achievement in Math, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

The following scores show the percentage of students in grades 3-6 that met the "Approaches Grade Level" standard (passing standard) for each grade level and content area at Cheatham Elementary in comparison to the district in 2022:

<b>2022 STAAR Assessment Data for "Approaches Grade Level" Standard</b>		
<b>Assessment</b>	<b>Cheatham Elementary</b>	<b>District Average</b>
3 <sup>rd</sup> Grade Math	92%	87%
3 <sup>rd</sup> Grade Reading	92%	90%
4 <sup>th</sup> Grade Math	90%	84%
4 <sup>th</sup> Grade Reading	97%	89%
5 <sup>th</sup> Grade Math	94%	89%
5 <sup>th</sup> Grade Reading	93%	92%
5 <sup>th</sup> Grade Science	82%	82%
6 <sup>th</sup> Grade Math	96%	92%
6 <sup>th</sup> Grade Reading	90%	87%

The following scores show the percentage of students in grades 3-6 that met the "Meets Grade Level" standard for each grade level and content area at Cheatham Elementary in comparison to the district in 2022:

<b>2022 STAAR Assessment Data for "Meets Grade Level" Standard</b>		
<b>Assessment</b>	<b>Cheatham Elementary</b>	<b>District Average</b>
3 <sup>rd</sup> Grade Math	72%	66%
3 <sup>rd</sup> Grade Reading	69%	71%
4 <sup>th</sup> Grade Math	67%	63%
4 <sup>th</sup> Grade Reading	82%	70%
5 <sup>th</sup> Grade Math	74%	70%
5 <sup>th</sup> Grade Reading	78%	75%
5 <sup>th</sup> Grade Science	61%	26%
6 <sup>th</sup> Grade Math	84%	71%
6 <sup>th</sup> Grade Reading	72%	65%

The following scores show the percentage of students in grades 3-6 that met the "Masters Grade Level" standard for each grade level and content area at Cheatham Elementary in comparison to the district in 2022:

<b>2022 STAAR Assessment Data for "Masters Grade Level" Standard</b>		
<b>Assessment</b>	<b>Cheatham Elementary</b>	<b>District Average</b>
3 <sup>rd</sup> Grade Math	46%	41%
3 <sup>rd</sup> Grade Reading	52%	50%
4 <sup>th</sup> Grade Math	53%	42%
4 <sup>th</sup> Grade Reading	46%	43%
5 <sup>th</sup> Grade Math	58%	47%
5 <sup>th</sup> Grade Reading	67%	57%
5 <sup>th</sup> Grade Science	35%	29%
6 <sup>th</sup> Grade Math	63%	44%
6 <sup>th</sup> Grade Reading	56%	43%

House Bill 3 Early Childhood Literacy and Math Proficiency: As part of HB3 requirements, the district worked to set five-year goals for Early Childhood Literacy and Math Proficiency. The overall goal in each area addresses increasing the performance of third-grade students at the Meets Grade Level performance level, as research has shown grade 3 to be a critical predictor of student success in later years. As a part of this work, data sets from district screenings in grades Pre-K - 2nd grade were also reviewed and revealed that students struggling with Math and Reading in these early years are frequently the same students struggling when they reach third grade. As a result, progress monitoring throughout these earlier grades and within student groups is a part of the HB3 requirement, as literacy and math proficiency in these early years establishes a solid foundation for success. Progress monitoring goals in grades Pre-K - 2nd grade will help us to identify and close gaps in students' foundational literacy and math skills early, and thereby increase successful attainment of Meets Grade Level performance on the third-grade Math and Reading STAAR assessments. These progress monitoring goals will also be set for each student group, therefore providing the opportunity to monitor and adjust instruction to meet the needs of all learners. The implementation of the mCLASS reading diagnostic assessment in grades Kindergarten - 2nd grade and the NWEA MAP Growth assessment will provide essential data for teachers, three times throughout the year. (The NWEA MAP Growth assessment is also being implemented in grades 3 - 6 in Math, Reading, and Science.) The ability to utilize the same screening tool across multiple grade levels will provide more comparable data from year to year in order to accurately track both student growth as well as student strengths and weaknesses.

### **Student Learning Strengths**

Cheatham Elementary has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, some of which include:

- Cheatham Elementary's 2022 state accountability rating is an "A".
- Cheatham Elementary has been recognized on the state of Texas Honor Roll every year.
- Cheatham Elementary has been recognized among the highest-ranked elementary schools in student achievement in the state of Texas.
- Cheatham Elementary earned four Distinction Designations (Academic Achievement in ELA/Reading, Academic Achievement in Math, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness).
- Cheatham Elementary exceeded expectancy in all three state performance domains (Student Achievement, School Progress, and Closing the Gaps).
- Cheatham Elementary met all 25 of the State and Federal System Safeguards for performance on the 3rd-6th grade STAAR assessments.
- Cheatham Elementary exceeded both the district and the state in the percentage of students meeting the "Approaches Grade Level" and "Masters Grade Level" standards for all grade levels and subject areas.
- Students that received intervention support in Math and Reading through the SSI team showed significant academic progress on district and state assessments.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Assessment data and teacher feedback identify the need for additional academic support for English Learner students in the classroom. **Root Cause:** Enrollment of new English Learner students

# School Processes & Programs

## School Processes & Programs Summary

Parents, teachers, and students at Cheatham Elementary take pride in our school and reputation for success. The overall perception of Cheatham Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character with an emphasis on social-emotional learning strategies.

Cheatham Elementary's focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. When academic progress concerns arise, staff members meet with parents through conferences, SIT, 504, and/or ARD meetings, to involve them in the development of strategic plans to enhance their child's success.

The curriculum, instruction, and assessment at Cheatham Elementary are guided by the Texas Essential Knowledge and Skills (TEKS), district pacing calendar, and campus assessment data. The TEKS promotes 21st Century skills including critical thinking, problem-solving, technology application, communication, collaboration, and creativity.

Assessment plays a major role in decision-making and takes on many different forms at Cheatham Elementary. To ensure all grade-level skills are taught and students learn them, we implement several formative and summative assessments throughout the year.

- Early childhood implements the CIRCLE assessment at the beginning, middle, and end of the year.
- Kindergarten through second-grade implement district MAP Math and mCLASS Reading assessments at the beginning, middle, and end of the year, in addition to Common Formative Assessments (CFA's) throughout the year.
- Third through sixth-grade implement district MAP Math and Reading assessments at the beginning, middle, and end of the year, the STAAR assessment at the end of the year, and Common Formative Assessments (CFA's) throughout the year.

Intervention block, better known as "Recharge" at Cheatham Elementary is a 30-45 minute block built into the school day for teachers to strategically scaffold learning material to support mastery of the lowest objectives as well as provide enrichment to students that have shown mastery of the objectives. Student groups are fluid throughout the year and created to best meet the needs of each individual learner. Progress is monitored through the use of data from various assessments, and adjustments to instruction are made as necessary.

## School Processes & Programs Strengths

Some of the most notable School Processes & Programs strengths at Cheatham Elementary include:

- Cheatham Elementary teachers effectively utilize programs to support individualized instruction (AIM, Special Education, ESL, SSI, DT).
- Cheatham Elementary has strong Rtl systems in place for early identification and support for students identified as at-risk.
- Cheatham Elementary teachers utilize intervention block to provide individualized instruction and enrichment.
- Cheatham Elementary has 100% compliance with district safety drill requirements.
- District and state assessment evidence indicates a high level of teaching at the performance standard at Cheatham Elementary.
- English language and Special Education support services are aligned with classroom instruction at Cheatham Elementary.
- Cheatham Elementary teachers and Instructional Coaches meet weekly in professional learning communities to review instruction and data and make plans to improve academic growth for all students.
- Cheatham Elementary teachers provide small group instruction based on individual student needs.
- Cheatham Elementary teachers provide structured intervention/enrichment time for all students on a daily basis.
- Cheatham Elementary maintains a student-to-device ratio of 1:1.

# Perceptions

## Perceptions Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. Cheatham Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all staff, parents, students, and community members.

Staff, students, and parents have high expectations for academic success at Cheatham Elementary. The majority of our students perform at a high level which is evidenced by report card grades, district assessments, and state assessments. Teachers also offer tutoring twice a week to support students needing additional academic support.

The Cheatham Elementary staff align their practices with the vision, mission, and belief statements of the school. In addition to being posted in every classroom, our teachers implement the Charger Expectations ("Chargers are Respectful, Responsible, and Safe.") into their daily social-emotional learning lessons and restorative circle conversations with students. Furthermore, teachers integrate the "Positive Behavior Intervention and Supports" (PBIS World) classroom management systems and resources in their daily classroom practices to promote positive behavior and a safe, risk-free learning environment.

Cheatham Elementary offers several extracurricular activities such as UIL, Robotics/Coding Club, Run Club, Honor Choir, Book Club, Student Council, Green Team, Girls Who Code, etc. Additionally, the district offers after-school clubs through the Community Education department. Data indicates that over 75% of students participated in at least one after-school club at school last year.

Cheatham Elementary takes pride in maintaining a family-friendly school environment, seeking parent input to provide the highest quality learning experience for our students, and working closely with our PTA executive board to provide several programs that involve our families and community throughout the school year. The principal also meets monthly with the school leadership team and PTA board president and vice president to discuss areas of focus and implementation of special programs to support our students. Some of the programs that our school provides students where our parents help plan and lead are: Watch D.O.G.S., Art Sparks, multi-cultural day assembly and student talent show, Wave Your Flag multi-cultural parade in the school, Reflections Art contest, Destination Imagination, Family Fitness Night, Cheatham Press, Perot Museum lessons, Veteran's Day speakers, Walk to School Day, School Health Advisory Council, (S.H.A.C.) and many more.

Our school staff and parents also exemplify a healthy partnership with several community businesses by working closely with them to promote the importance of positive community relations to our students. Some examples of programs are: utilizing dental hygienists to talk with our primary students, inviting the fire dept. to speak with our primary students, involving the School Resource Officer (SRO) in speaking about various topics in several grade levels, businesses come to Family Fitness Night to promote a healthy lifestyle, Perot Museum representatives come to our school several times a year to lead lessons applicable to grade level objectives to enhance student learning, community members are invited to participate in the annual multi-cultural day assembly, Halloween candy collection and donation to the troops, annual clothing collection for the Allen Community Outreach (ACO) donation, canned food drive for the ACO, toy drive for the ACO, Caring Coins collection for the ACO, and many more.

Cheatham Elementary's school website, Twitter account, and PTA Facebook page are a few ways that information and pictures are shared regarding the exciting events that take place both in and outside the school.

### **Perceptions Strengths**

Some of the most notable School Culture and Climate strengths at Cheatham Elementary include:

- Staff survey data reveals that they feel genuinely appreciated, are a part of something meaningful, and are provided opportunities to continue to learn and grow.
- Visitor survey data reveals that parents, family members, and other visitors feel welcome on the campus and the staff does a great job effectively and efficiently communicating with them.
- Over 75% of the students participated in at least one after-school club at school last year.
- Cheatham Elementary works closely with community members and businesses to involve them in school events.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** Cheatham Elementary staff members will promote positive relationships and communication through the use of restorative practices, student recognition, and new student luncheons.

**Evaluation Data Sources:** Teacher, student, and parent feedback; decrease in office referrals and disruption of the learning environment; PLC meeting discussions; classroom walkthrough and observation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cheatham Elementary teachers will participate in monthly professional learning community meetings to learn strategies to implement that promote positive student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals and disruption of learning environment</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Cheatham Elementary teachers will foster a learning environment that encourages respectful, responsible, and safe actions through the implementation of social-emotional learning activities using the Second Step curriculum, restorative circles, and positive language.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability of students to resolve conflict and demonstrate kindness to others</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Cheatham Elementary teachers will give out Kindness Coupons to recognize students that demonstrate kindness to others.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive relationship building</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Cheatham Elementary Counselor will host quarterly luncheons for newly enrolled students, to cultivate positive relationship building.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishment of a positive relationship between students and staff members</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, 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 2:** Allen ISD will prepare students to be future-ready for success in citizenship and college, career, or the military.

**Performance Objective 1:** Cheatham Elementary staff and students will participate in activities that focus on positive actions, relationship building, and service projects.

**Evaluation Data Sources:** Staff, student, and parent feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cheatham Elementary staff and students will participate in Power Up Leadership activities that focus on positive actions, relationship building, and service projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of how positive actions impact others</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</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 1:** Cheatham Elementary staff will implement effective processes that promote active student engagement and academic success for all students.

**Evaluation Data Sources:** STAAR assessment data; district B.O.Y., M.O.Y., E.O.Y. MAP Growth and mCLASS data; walkthrough and observation data; lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cheatham Elementary teachers will provide enrichment opportunities that promote critical and creative thinking to support advanced and gifted learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic progress of advanced and gifted learners</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers, AIM Teacher</p> <p><b>Funding Sources:</b> Gifted and Talented staffing and Resources - GT Allotment - \$73,820</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Cheatham Elementary teachers will utilize classroom, district, and state assessment data to design and implement instruction to promote the academic growth of identified at-risk, dyslexic, English Learner, and Special Education students in Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic progress of identified at-risk, dyslexic, and Special Education students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers, Dyslexia Therapists</p> <p><b>Funding Sources:</b> Special Education Staffing and Resources - Special Education: State Special Allotment - \$1,011,397, Supplementary Instructional Support and Resources - Comp Ed: State Special Allotment - \$313,878, Dyslexia Therapist Staffing and Resources - Dyslexia: State Allotment - \$45,190</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
<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 2:** The percentage of third-grade students that score at Meets Grade Level or above on the STAAR Reading assessment will increase from 71.13% in 2019 to 74% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2019 - 2024 STAAR Reading results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kindergarten through third-grade teachers will provide targeted core and intervention instruction to promote academic growth in literacy foundational skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic progress of Pre-Kindergarten through third-grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Pre-Kindergarten through third-grade Teachers, Resource Teachers, SSI Teacher, EL Facilitators</p> <p><b>Funding Sources:</b> Staffing and Resources - Early Education: State Allotment - \$147,317</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 3:** The percentage of third-grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 76.29% in 2019 to 79.5% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** 2019 - 2024 STAAR Math results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten through third-grade teachers will provide targeted core and intervention instruction to each student, based upon the areas for growth in relation to MAP assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic progress of Kindergarten through third-grade students</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Kindergarten through third-grade Teachers, Resource Teachers, SSI Teacher, EL Facilitators</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Campus Funding Summary

<b>Early Education: State Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Staffing and Resources		\$147,317.00
<b>Sub-Total</b>					<b>\$147,317.00</b>
<b>Dyslexia: State Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Dyslexia Therapist Staffing and Resources		\$45,190.00
<b>Sub-Total</b>					<b>\$45,190.00</b>
<b>Comp Ed: State Special Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Supplementary Instructional Support and Resources		\$313,878.00
<b>Sub-Total</b>					<b>\$313,878.00</b>
<b>Special Education: State Special Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Special Education Staffing and Resources		\$1,011,397.00
<b>Sub-Total</b>					<b>\$1,011,397.00</b>
<b>GT Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Gifted and Talented staffing and Resources		\$73,820.00
<b>Sub-Total</b>					<b>\$73,820.00</b>