

# **Galena Park Independent School District**

## **Sam Houston Elementary School**

### **2022-2023 Campus Improvement Plan**



**Board Approval Date: August 8, 2022**

# Mission Statement

We at Sam Houston Elementary create a nurturing community that embraces the social-emotional and academic needs of the whole child. With strong relationships as the foundation, we center the infinite potential of every child.

## Vision

We at Sam Houston Elementary aim to develop creative problem solvers, academic scholars, resilient learners, global citizens, and compassionate collaborators who work together to build a better future.

## Campus Profile

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The doors opened to Sam Houston in 2007 with Ofelia Garza serving as principal. In 2012, Michelle Cavazos was named principal and is currently serving. Sam Houston Elementary serves families in the Cloverleaf neighborhood. Upon opening its doors 15 years ago, 790 students were served by the campus. This campus currently serves 740 students in grades Pre-Kindergarten to Fifth Grade including two Structured Learning classrooms.

### Where We Are

Sam Houston Elementary is currently serving 740 students in grades Pre-K through 5th Grade. The students are 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 95%. Student attendance rate has taken declined in the past three years due to the Covid pandemic.

### Where We're Going

Sam Houston Elementary will focus on continued improvement in Reading, Writing, Math, & Science through a blended learning model. We will implement a Strong Start block into our daily schedule that will incorporate social-emotional learning (SEL) components and continue to build our emergent bilingual students via the One-Way Dual Language model.

### Core Beliefs

*Core Belief 1:* Well-being is prioritized. As educators, we have a significant impact on the well-being of our students. We nurture the whole child - socially, emotionally, and academically to instill a foundation for the child's overall success.

*Core Belief 2:* Equity leads to personalization and advocacy. Equity means providing every student the opportunity to reach their highest potential by meeting their academic and social-emotional needs. Students are encouraged and supported to advocate for their needs.

*Core Belief 3:* Everyone is responsible for the culture. We create a safe learning environment that contributes to everyone feeling a sense of belonging, trust, and connection with each other through relationship building, collaboration, systems, and practices. These conditions empower everyone to take risks and have ownership of positive school culture.

*Core Belief 4:* Children model after adults. Children's behavior is often learned by watching adult behavior. We model appropriate behavior and implement restorative practices for students to learn from their actions and experiences.

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# Comprehensive Needs Assessment

Revised/Approved: May 26, 2022

## Demographics

### Demographics Summary

We are a Title 1 school. Our enrollment for the 2021-2022 school year was at 734.

The current student population is 1.2 % African-American, 3.4% Anglo, 0.4% American Indian, 0.5 % Asian, 94% Hispanic. Our economic disadvantage is 93.7%. We have 2.3% classified as 504.

The staff population is 8.3% African-American, 12.5% Anglo, 4.2% Asian, 70.8% Hispanic, 12.5% male, and 87.5% female. We have 100% Highly Qualified teachers and paraprofessionals whereas 58% of our staff have 11 or more years of experience, 16.7% have 6-10 years of experience, and 25% have 5 years or less experience.

The latest TAPR report for 2021 indicated an overall mobility rate for the campus is 13.1%, an increase from the year before from 11.4%. The 2021-2022 average daily attendance rate for students was 94.20%.

The campus is organized in self-contained classrooms in the primary grades (PK-2nd). In the upper grades (3rd-5th), the classes are scheduled as team teaching. The team-teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher.

Our English Language Learner population is 66.5% and 73.2% at-risk. Our student programs are 6.9% Gifted and Talented, 66.5% Bilingual, and special education is 9.8%.

Our ELL's are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in alternating languages each week. Our GT students are serviced through the Journeys and Encounters programs where GT instruction is integrated into the curriculum. Special Education students are serviced through Co-teach, In-class support, and Resource. We have two Structured Learning self-contained classes that service our students with autism.

### Demographics Strengths

- The student population is mostly stable with an 11.4% mobility rate
- 100% highly qualified teachers and paraprofessionals, including a high percentage of bilingual staff
- Technology is one-to-one in grades 1-5 and accessible to all students in PK-5th
- Students have the opportunity to attend PE, Music, Art, Library, and Technology classes weekly
- Free breakfast and lunch to all students
- Small group interventions to support learning gaps

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022. **Root Cause:** The community was recovering from Covid related absences among other sick related absences.

# Student Learning

## Student Learning Summary

On STAAR 2019 test results as a Met Standard rating. Sam Houston received a letter C from the 2019 results. Due to Covid-19 pandemic that closed in-person school in March 2020, Sam Houston Elementary did not take the STAAR/End of Year assessments in the spring of 2020. Our STAAR 2019, 2021, and 2022 (preliminary) scores are shown in the table below.

	<b>Reading</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	73%	64%	79%
<b>Meets</b>	38%	32%	50%
<b>Masters</b>	17%	16%	26%
<b>Component Score</b>	42	37	52
	<b>Math</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	83%	63%	71%
<b>Meets</b>	49%	35%	44%
<b>Masters</b>	23%	16%	17%
<b>Component Score</b>	52	38	44
	<b>Science</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	69%	64%	61%
<b>Meets</b>	40%	29%	33%
<b>Masters</b>	19%	9%	16%
<b>Component Score</b>	37	34	37

Reading scores increased through all performance standards. Additionally, the reading showed gains in comparison to STAAR 2019, pre-pandemic. Math scores showed an increase from 2021 in all performance standards. Science had limited gains in each of the performance standards.

Data driven planning meetings led to intensive and targeted interventions and strategic lesson delivery.

In addition, teachers and coaches provided interventions during the school day as well as through after-school tutorials and Saturdays. Student goal conferencing, student goal trackers, teacher data talks, and professional learning communities also played a role in increasing student achievement.

## Student Learning Strengths

- DDI data meetings led to teachers analyzing data, breaking down TEKS, and developing targeted common assessments to measure student progress
- Second semester data talks with each teacher grade K-5 provided the opportunity to set short term goals and monitor student progress
- Small group instruction was provided for Reading and Math

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Foundational reading skills in lower grades are hindering students to read on level at the EOY. **Root Cause:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

**Problem Statement 2 (Prioritized):** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.

**Problem Statement 3 (Prioritized):** Special education students are under performing and demonstrating minimal to no growth. **Root Cause:** Lack of exposure to Tier 1 instruction during resource instructional time has hindered students' ability to develop academic skills and practice.

**Problem Statement 4 (Prioritized):** Students are limited in development of 21st century skills needed to be prepared for their future. **Root Cause:** Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.

# School Processes & Programs

## School Processes & Programs Summary

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self-contained. The 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science.

We have one counselor and nurse to oversee the health and mental well-being of our students and staff. Our four campus instructional coaches serve as coaches and interventionists to support our teachers and students. We have two interventionists that serve our Tier 3 RTI students as well as our dyslexia students. Our two resource teachers provide instruction to our students in the special education program. Our Science lab teacher provides weekly lab instruction for students in 3rd-5th grades. Our Digital Learning Assessment Coordinator (DLAC) has a dual role. The DLAC provides instructional technology support for all faculty and staff as well as supports and leads our state testing. Our campus Lead Mentor meets with all new teachers each month to provide teachers with support.

Enrichment classes (Music, PE, Art, Library, and Technology) are offered to students in Pre-Kindergarten-5th grades. There are tutorials, clubs, and extracurricular activities offered after school for all students. Saturday tutorials are offered to students in Kindergarten-5th grades as needed for academic growth.

All teachers have the opportunity to meet once a week for common planning time to analyze data, break down TEKS, and formulate plans for intervention and tier 1 instruction. Campus Instructional Coaches are there to support and facilitate planning each week. Sam Houston has a low turnover teacher rate with 55% of the teachers with 11 or more years of experience.

## School Processes & Programs Strengths

- Master schedule
- Instructional coaching
- Academic support offerings- tutorials, interventions
- Enrichment offerings
- After-school opportunities for students
- All students have access to a personal Chromebook or classroom technology

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. **Root Cause:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

# Perceptions

## Perceptions Summary

Sam Houston Elementary is a place where students, staff, and our school community feel safe and respected. There are numerous opportunities for students to be involved with their school. The activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Honor Society, Dance, Robotics, and Choir. We host several family engagement events to welcome our school community into our school. Students and parents feel teachers and the school staff care about children and do their best to provide a productive and positive learning environment.

Families feel our school is welcoming. After the pandemic, they are excited and eager to be able to come to school. They appreciate all the hard work the teachers do for their child(ren). They believe the campus staff does care about their child(ren). Staff feel welcome and appreciated by the administrative team.

## Perceptions Strengths

- Multiple student opportunities for school involvement
- Parents and students feel safe and well cared for by Sam Houston staff
- Positive learning environment

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We have concerns with the social emotional development with our students. **Root Cause:** Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.

**Problem Statement 2 (Prioritized):** We have limited parent participation in parent engagement sessions. **Root Cause:** Due to Covid-19, parent access was limited for on campus engagement activities. Virtual parent engagement sessions were not highly attended.



# Priority Problem Statements

**Problem Statement 1:** Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022.

**Root Cause 1:** The community was recovering from Covid related absences among other sick related absences.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Foundational reading skills in lower grades are hindering students to read on level at the EOY.

**Root Cause 2:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 5:** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level.

**Root Cause 5:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** We have concerns with the social emotional development with our students.

**Root Cause 6:** Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper.

**Root Cause 3:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 7:** We have limited parent participation in parent engagement sessions.

**Root Cause 7:** Due to Covid-19, parent access was limited for on campus engagement activities. Virtual parent engagement sessions were not highly attended.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 4:** Special education students are under performing and demonstrating minimal to no growth.

**Root Cause 4:** Lack of exposure to Tier 1 instruction during resource instructional time has hindered students' ability to develop academic skills and practice.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 8:** Students are limited in development of 21st century skills needed to be prepared for their future.

**Root Cause 8:** Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.





**Problem Statement 8 Areas:** Student Learning

# Goals

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 1:** Teach safety practices and protocols to 100% of students and staff





**Evaluation Data Sources:** Training agenda, sign in sheets, safety protocols logs,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Sam Houston will complete two tornado, lockdown, lockout, shelter in place, and reverse evacuation drills at the beginning of each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% completion of each drill Staff and students are prepared for each crisis</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	Formative			Summative
	Sept	Dec	Feb	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>				

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 2:** Maintain a healthy environment so staff and students thrive and are productive

**Evaluation Data Sources:** Class observations, lesson plans, surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Sam Houston will present nutrition and CATCH lessons supported through the Physical Education classes.  <b>Strategy's Expected Result/Impact:</b> The P.E. teacher will implement the CATCH lessons 100% of the time.  <b>Staff Responsible for Monitoring:</b> Physical Education teacher and Administrative Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in structured activity through Physical Education class and structured recess.  <b>Strategy's Expected Result/Impact:</b> Students will participate in the required 135 minutes of structured physical activity each week.  <b>Staff Responsible for Monitoring:</b> PE teacher, Classroom Teachers, Administrative team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All Sam Houston Elementary staff will participate in Capturing Kids Hearts training  <b>Strategy's Expected Result/Impact:</b> Implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.  <b>Staff Responsible for Monitoring:</b> Administrative team, Counselor</p> <p>- <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1 - Perceptions 1  <b>Funding Sources:</b> Capturing Kids Hearts training - 000 - Grant Funds - \$33,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022. **Root Cause:** The community was recovering from Covid related absences among other sick related absences.





### Perceptions

**Problem Statement 1:** We have concerns with the social emotional development with our students. **Root Cause:** Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 3:** Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

**Evaluation Data Sources:** Discipline referrals, teacher notes, class observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide annual CHAMPS training and monthly review for all teachers to ensure consistency of campus and classroom expectations for all.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will have common consistent practices in place across campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team, counselor, teachers</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Sept	Dec	Feb	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>				

**Performance Objective 3 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> We have concerns with the social emotional development with our students. <b>Root Cause:</b> Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.</p>

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 4:** All campuses will provide social and emotional support through various programs

**Evaluation Data Sources:** Counselor and Administrative referrals, class observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A Social Emotional Learning component will be integrated into the master schedule for all Prek-5th grade students using the Character Strong curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate positive character traits on campus. Teachers will create a safe space for growth and development of the whole child.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Counselor Administrative team</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselor will provide small group guidance lessons will be provided as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted students will receive guidance as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Administrative team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will provide monthly guidance lessons to all students centered around the character education traits. Small group guidance lessons will be provided as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will receive lessons on character education that include the character traits. Targeted students will receive guidance as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrative team</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will be recognized monthly for good character based on the district character traits through Medal of Honor</p> <p><b>Strategy's Expected Result/Impact:</b> Medal of Honor will have a positive impact on student behavior and understanding of desired character traits.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrative team</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct Parent Engagement sessions to promote ways to support students academically, socially and emotionally from home</p> <p><b>Strategy's Expected Result/Impact:</b> 100% family participation</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Communities in Schools Administrative team</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> We have concerns with the social emotional development with our students. <b>Root Cause:</b> Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.</p>



**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 1: Increase the number of students who graduate college-ready in English and Math**

**Evaluation Data Sources:** Planning agendas, meeting minutes, activity plans, follow up survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host College and Career activities to expose students and families to different educational and career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are exposed to different educational and career choices so they become knowledgeable of their interests for their future.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrative team</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the number of PK-5th grade students meeting masters level/above grade level on district/state Reading and Math assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Masters/Above grade level expectations will increase 5-10% in all grade levels in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Curriculum Instructional Coaches Classroom teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<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>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** Foundational reading skills in lower grades are hindering students to read on level at the EOY. **Root Cause:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

**Problem Statement 2:** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.





### School Processes & Programs

**Problem Statement 1:** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. **Root Cause:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology**

**Evaluation Data Sources:** Training agendas, Class observations, Student work

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote the use of technology through participation with Blended Learning, Robotics, coding, and STEM.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunity to integrate technology within their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Digital Learning Assessment Coordinator Administrative team</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 4:</b> Students are limited in development of 21st century skills needed to be prepared for their future. <b>Root Cause:</b> Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.</p>

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 3: Improve state test scores in all categories**

**Evaluation Data Sources:** District/State assessment results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in extended planning time each grading period to allow for efficient, targeted planning and ensure materials and instruction are at the appropriate levels of rigor. Data Driven Instruction protocol will be followed.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans are personalized to meet the needs of all students; Lesson plans have clear objectives, opening activities, time allotments; Lesson plans identify specific needs for SPED, EL's, GT, RTI, 504; Lessons plans display appropriate level of rigor</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Curriculum Instructional Coaches Classroom teachers</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Common assessments will be created and practiced to provide frequent checks on student growth and performance. Common assessments will be scheduled at targeted intervals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in Reading and Math for all students</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Campus Instructional Coaches Classroom teachers</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognitions of student growth and achievement from district assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Students from all sub-pops will achieve their goals and increase their level of achievement showing growth based on district assessment/grade level data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Campus Instructional Coaches Classroom teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue improving our knowledge and expertise in Reading/Math small group instruction so that it is delivered consistently and effectively across grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to improve their practices and expertise in small group instruction.</p> <p>Delivery of small group instruction is consistent across grade levels.</p> <p>Increased reading/math levels as demonstrated on district assessments</p> <p>Monthly Istation/IReady results an increase in Tier 1 students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Campus Instructional Coaches Classroom teachers</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<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>				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Foundational reading skills in lower grades are hindering students to read on level at the EOY. <b>Root Cause:</b> Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.</p>

### Student Learning

**Problem Statement 2:** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.

**Problem Statement 3:** Special education students are under performing and demonstrating minimal to no growth. **Root Cause:** Lack of exposure to Tier 1 instruction during resource instructional time has hindered students' ability to develop academic skills and practice.





### School Processes & Programs

**Problem Statement 1:** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. **Root Cause:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

**Goal 2:** Student Achievement and Post-Secondary Readiness

**Performance Objective 4:** Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

**Evaluation Data Sources:** Classroom observations, Learning walks





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Blended Learning strategies to provide students an opportunity to enhance their learning through technology tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become independent digital learners and thinkers.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Digital Learning Assessment Coordinator Campus Instructional Coaches Administrative team</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Students are limited in development of 21st century skills needed to be prepared for their future. <b>Root Cause:</b> Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.</p>

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 5: Increase promotion and graduation rates**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All PK-5th grade students will set middle and end of year goals to monitor their progress throughout the year based on district assessments via a goal tracker system. Teachers will conference with parents and students as they monitor their growth progress to provide feedback as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in all core subject areas. Students will meet their anticipated goal for middle and end of year.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus Instructional Coaches Administrative team</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted K-5th grade students will be provided interventions and/or tutorials during or after school to assist in closing learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing of student learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Interventionist Campus Instructional Coaches Administrative team</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Sept	Dec	Feb	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>				

**Performance Objective 5 Problem Statements:**



### Student Learning

**Problem Statement 1:** Foundational reading skills in lower grades are hindering students to read on level at the EOY. **Root Cause:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

**Problem Statement 2:** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.





### School Processes & Programs

**Problem Statement 1:** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. **Root Cause:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 6: Educate and build a home to school connection with our school families.**

**Evaluation Data Sources:** Sign in sheets  
Parent surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host family events that include participation from our parents/guardians.  <b>Strategy's Expected Result/Impact:</b> Parental support from home.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide resources and technology station for parent use.  <b>Strategy's Expected Result/Impact:</b> Parents receive necessary resources to meet student needs. Parents have access to a technology station to use as needed.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
<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>				





**Performance Objective 6 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> We have limited parent participation in parent engagement sessions. <b>Root Cause:</b> Due to Covid-19, parent access was limited for on campus engagement activities. Virtual parent engagement sessions were not highly attended.</p>

**Goal 3: Wide Range of Student Opportunities**





**Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities**

**Evaluation Data Sources:** Student club and organization rosters, meeting agendas and sign ins, event schedules

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer student clubs/organizations: Girls/Boys club, Honor Choir, Art club, Technology club, Robotics club, Elementary Honor Society, Athletic opportunities, Academic Meet, Spelling Bee, Prose and Poetry, Geography Bee, STEM club, Book clubs, Dance club</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement in extracurricular activities will enhance student learning and build leadership skills.</p> <p><b>Staff Responsible for Monitoring:</b> Club/organization sponsors Administrative team</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	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>				





**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will have the opportunity to participate in Music and Art through the enrichment schedule during the week. Students will have opportunity to perform and/or showcase at PTA programs and Parent Engagement nights.</p> <p><b>Strategy's Expected Result/Impact:</b> The fine arts program will be successful with high student participation and engagement. Participation will also boost student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Music and Art teacher Administrative team</p>	Formative			Summative
	Sept	Dec	Feb	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>				

**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Network with area businesses to build partnerships. Host a Career Night that incorporates these businesses and a variety of careers.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% student/family participation Student exposure to potential careers and job opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Communities in Schools Administrative team</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Dec	Feb	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>				





**Goal 4: High Quality Staff**

**Performance Objective 1:** Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

**Evaluation Data Sources:** Teacher turnover rate





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a New Staff/Teachers Plan:</p> <p>Provide mentorship to new teachers and new staff members to Sam Houston Elementary.</p> <p>Provide professional development for new teachers to get acquainted with our district and campus goals.</p> <p>Provide mentor/mentee meeting times throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers/staff members are successful in their role on campus.</p> <p>Retention rate remains at 95% or higher for our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Lead mentor Administrative team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain a campus Professional Development Plan:</p> <p>Provide ongoing professional development for teachers and staff based on the needs of the campus to continue to build on teacher knowledge and skills.</p> <p>Teachers will have opportunities to participate in Learning Walks throughout the year as scheduled.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher and staff capacity will be increased in different areas. Instructional effectiveness will increase based on class observations and teacher feedback through coaching cycles.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Coaches Administrative team</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May

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**Goal 4: High Quality Staff**





**Performance Objective 2:** Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff recognitions will be conducted on grading periods to recognize effort and achievement.  <b>Strategy's Expected Result/Impact:</b> An increase in staff morale and student achievement                      80% or higher in regard to employee relation services  <b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunity for faculty and staff input in decision making via school committees.  <b>Strategy's Expected Result/Impact:</b> Staff input/feedback in decision making.                      80% or higher in regard to employee relation services  <b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				







**Goal 4: High Quality Staff**

**Performance Objective 3: Provide training to selected employees in order to prepare them for advancement**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct leadership/teacher development meetings/trainings for all faculty- Campus Leadership Team including grade level chairs, Campus Instructional Coaches and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher capacity and leadership increases</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	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>				





**Goal 4: High Quality Staff**

**Performance Objective 4: Survey staff annually on professional development needs**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will be surveyed annually to seek input for professional development needs.  <b>Strategy's Expected Result/Impact:</b> 100% participation of campus needs assessment surveys  <b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	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>				





**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 1:** Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will submit school dude request to make sure that all facilities, resources and property are well maintained. Periodic checks/walk throughs will be conducted to ensure maintenance.</p> <p><b>Strategy's Expected Result/Impact:</b> District resources will support students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Head custodian Administrative team</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: Excellent Operational and Fiscal Support and Responsibility**





**Performance Objective 2:** Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Evaluate current assets and maintain a Capital Outlay plan to repair and/or replace equipment and resources in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Capital Outlay plan and Resource plan is updated and followed through with campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team Campus Instructional Coaches (Instructional resources)</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support the blended learning and social emotional learning environment by enhancing our classrooms with seating and tools that will support collaboration, creativity, critical thinking and communication as well as enhance the aesthetics of the learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> All classrooms will be updated with workspaces that contribute to a blended learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p> <p><b>Funding Sources:</b> Desks, chairs, tables - 000 - Grant Funds - \$182,711.60</p>	Formative			Summative
	Sept	Dec	Feb	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 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 3:** The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

**Evaluation Data Sources:** Capital Outlay plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Evaluate current assets and maintain a Capital Outlay plan to repair and/or replace equipment in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Capital Outlay plan is updated and followed through with campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team</p>	Formative			Summative
	Sept	Dec	Feb	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

000 - Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Capturing Kids Hearts training		\$33,800.00
5	2	2	Desks, chairs, tables		\$182,711.60
<b>Sub-Total</b>					\$216,511.60
<b>Budgeted Fund Source Amount</b>					\$666,484.32
<b>+/- Difference</b>					<b>\$449,972.72</b>
<b>Grand Total Budgeted</b>					\$666,484.32
<b>Grand Total Spent</b>					\$216,511.60
<b>+/- Difference</b>					<b>\$449,972.72</b>