

Booker Independent School District
Kirksey Elementary
2023-2024 Campus Improvement Plan

Plan Location/Language Availability

The Plan is located in the District Administrative office and is available in English and Spanish on website and translation upon request.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

KIRKSEY ELEMENTARY SITE BASE COMMITTEE

Kelli Cates, Elementary Principal

Tiffany Brown, Teacher

Kim Cowan, Teacher

Melissa Carroll, Teacher

Laurette Wauer, Teacher

Kanda Martinez, Staff

Jana Compean, District Counselor

Pam Sanders, Community Member

Joni Yara, Business Member

Carla Rosales, Parent

Lori Hearon, Parent

DEMOGRAPHIC SUMMARY:

Booker ISD is located in the northeast corner of the Texas Panhandle in Lipscomb County. The school district has two campuses. Kirksey Elementary, grades Pre-K through 5, serves an average of 165 students and Booker JH/HS serves an average of 180 . The current attendance rate for the school year is 95.67%.

Kirksey Elementary's ethnic distribution includes 78.53% Hispanic, 20.25% White, and 1.23% Two or more races. 60.12% of the students are Economically Disadvantaged. The percent of Emergent Bilingual students is 44.17%. Immigrant population is 10.43%. The at-risk population is 53.99%. Gifted and Talented population is 1.23%. Special Education enrollment is 7.98%. Migrant population is 3.68%. Homeless population is 6.75%. The military connected is 1.23%. The foster care population is 0%. Dyslexia population is 1.84%

BISD staff is 66.3% White and 33.7% Hispanic; 17.6% are male and 82.3% are female. 93% of the teachers have a Bachelor's Degree, 4.7% have a Master's Degree, and 2% have a Doctorate. In addition, 12.6% of our staff is composed of beginning teachers; 20.8% have 1-5 years of experience; 23.3% have 6-10 years of experience; 15.1% have 11-20 years of

experience; 28.2% have over 20 years' experience.

SUMMARY OF NEEDS:

Based on the reviewed data, the number one priority of Kirksey Elementary is based upon quality of teaching that occurs in the classroom. Teachers need to have quality instruction that occurs the entire class time and includes rigorous content of subject matter. There must continue to be a focus on the ESL/At Risk strategies, as well as the GT/Enriched strategies, and Special Ed support in order to increase performance in these subpopulations. By using the required TEKS Resource System and following the Information Focus Document (IFD), Vertical Alignment Document (VAD), Year at a Glance (YAG), English Language Proficiency Standards (ELPS), and Fundamental 5, teachers will provide quality instruction and reinforce the necessary skills for students to do well on classroom assessments, state required tests, and be prepared for the next grade level. The principal will continue to monitor the quality of teaching that occurs in the classroom and assist the teachers with the needed support to be successful. The Principal will also monitor TEKS taught in the classroom, assessment of TEKS, and tutoring of the non mastered TEKS.

Another important component of Kirksey that needs to be addressed is support for our special education students. Kirksey needs to continue with a qualified special education teacher and highly qualified paraprofessionals to address the needs of each student's IEP.

Demographics Strengths

Small class sizes, Teacher to Student ratio 1:10

Average years of experience of teacher with the district is 6.6 years

ESL stipends offered

Identifying and monitoring the At-Risk student and provide services, as needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Focus on ESL/At-Risk strategies in order to increase performance in these subpopulations **Root Cause:** Low performance with students on subject area and state testing.

Problem Statement 2: Focus on GT /Enriched strategies in order to increase performance in this subpopulation **Root Cause:** Not all teachers are GT trained and classroom teachers need to plan more effectively for this sub population.

Problem Statement 3: Focus on Special Education students to be able to meet the needs stated in each student's IEP. **Root Cause:** Due to the high number of special education students that require a one-to-one paraprofessional, it is necessary to provide enough paraprofessionals to meet all the needs in each student's IEP.

Student Learning

Student Learning Summary

Student Achievement Summary:

Based on the reviewed data for student achievement, there are critical areas of growth that need to occur. The first area would be writing; prompt and source writing, editing, and revising for each grade level and across the curriculum. The second area would be increased growth in our reading levels for grades 1-5; focusing on a year's plus growth for all students. Kirksey Elementary needs to increase overall student performance in the classroom and on unit and state assessments with a focus on the ESL, Special education, and Enriched/GT students. The principal needs to continue to monitor lesson plans and teacher progress in the classrooms and provide teachers the needed support to be successful.

Teachers need to continue use of TEKS Resource System, the English Language Proficiency Standards (ELPS), appropriate professional development, and quality tutorial and enrichment time. Assessment and progress monitoring data will be used to address problem areas for student. This will provide the needed focus to improve the performance in the classroom, on unit assessments, and on state assessments. Teachers also need to continue implementing vocabulary building activities and a more improved focus on the phonics program. CLI will be used to progress monitor in prek. mClass will be used to progress monitor reading in kinder and 1st grade. IXL will be used to progress monitor math and reading in grades Kinder -5th. The progress monitoring will help us better track our students for growth and help assist in the RTI program.

Student Achievement 2021-2022:

- Masters Grade Level: 32%
*Science 25% *Math 31% *Reading 34%
- Meets Grade Level: 90%
*Science 50% *Math 66% *Reading 69%
- Approaches Grade Level: 90%
*Science 75% *Math 94% *Reading 92%

Student Achievement 2020-2021:

- Masters Grade Level: 32%
*Writing 6% *Science 6% *Math 34% *Reading 28%
- Meets Grade Level: 90%
*Writing 56% *Science 36% *Math 72% *Reading 63%
- Approaches Grade Level: 90%
*Science 86% *Math 96% *Reading 89%

*Writing 78%

No student achievement data available for 2019-2020 due to cancellation of state testing.

District Performance: A (92 out of 100); Campus Performance: Met Standard

Distinction Designations:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps

Student Achievement 2017-2018: Met Standard (86 out of 100)

- Masters Grade Level: 28% (State 21%)
 - Reading 29% (State 21%)
 - Math 33% (State 29%)
 - Science 25% (State 12%)
 - Social Studies 25% (State 12%)
 - **Writing 9%** (State 15%)
- Meets Grade Level: 57% (State 51%)
 - Reading 51% (State 48%)
 - Math 68% (State 63%)
 - Science 54% (State 42%)
 - Social Studies NA
 - **Writing 43%** (State 52%)
- Approaches Grade Level: 86% (State 80%)
 - Reading 85% (State 76%)
 - **Math 92%** (State 94%)
 - Science 86% (State 76%)
 - Social Studies NA
 - Writing 74% (State 73%)

School Progress 2017-2018: Met Standard 88 out of 100

Academic Growth Final Score: 88 out of 100

- Students who grew a year academically 80%
- Student Achievement 57%
- Economically Disadvantaged Students 61.7%

Closing the Gaps 2017-2018: Met Standard (85 out of 100)

- Grade Level Performance 100% goals met
- Academic Growth/Graduation Rate 100% goals met
- English Language Proficiency 0% goals met

- Student Achievement 100% goals met

STAAR All Tests Participation Rate: 100%

2017-2018 STAAR Performance Rate by Subject and Performance Level:

All Grades All Subjects:

- At Approaches Grade Level or Above 2018 80% (State 77%)
- At Meets Grade Level or Above 2018 57% (State 48%)
- At Masters Grade Level 2018 28% (State 20%)

All Grades ELA Reading:

- At Approaches Grade Level or Above 2018 85% (State 74%)
- At Meets Grade Level or Above 2018 51% (State 46%)
- At Masters Grade Level 2018 29% (State 19%)

All Grades Mathematics:

- At Approaches Grade Level or Above 2018 92% (State 81%)
- At Meets Grade Level or Above 2018 68% (State 50%)
- At Masters Grade Level 2018 33% (State 24%)

All Grades Science:

- At Approaches Grade Level or Above 2018 86% (State 80%)
- At Meets Grade Level or Above 2018 54% (State 51%)
- At Masters Grade Level 2018 25% (State 23%)

Student Retention by Grade:

- Kindergarten: 5%
- Grade 1: 8%
- Grade 2: 6%
- Grade 3: 13%
- Grade 4: 0%
- Grade 5: 0%

Sources: STAAR Testing Data, Benchmarks, Unit Assessments, Renaissance Star Reading, mClass, CLI, IXL, TELPAS, Course/Class Grades, Promotion/Retention Rates, Student Work, Teacher Surveys, Curriculum Meetings.

Summary of Needs:

Based on the reviewed data for student achievement, there are critical areas of growth that need to occur. The first area would be writing; prompt and source writing, editing, and revising for each grade level and across the curriculum. The second area would be increased growth in our reading levels for grades 1-5; focusing on a year's plus growth for all students. Kirksey Elementary needs to increase overall student performance in the classroom and on unit and state assessments with a focus on the ESL, Special education, and Enriched/GT students. The principal needs to continue to monitor lesson plans and teacher progress in the classrooms and give the teachers the needed support to be successful.

Teachers need to continue use of TEKS Resource System, the English Language Proficiency Standards (ELPS), appropriate professional development, quality tutorial and enrichment time. Assessment and progress monitoring data will be used to address problem areas for student. This will provide the needed focus to improve the performance in the classroom and on state assessments. Teachers also need to continue implementing vocabulary building activities and a more improved focus on the phonics program. CLI will be used to progress monitor in prek. mClass will be used to progress monitor reading in kinder. IXL will be used to progress monitor math and reading in grades 1st -5th. The progress monitoring will help us better track our students for growth and help assist in the RTI program.

Identified needs include improved communication between grade levels on student performance through departmental meetings for Pre-K -1st grade and 2nd -5th grade at the beginning of each 6 weeks. Tutorials will require effective use of time. A definitive guideline, such as STAAR tutorial, missing work tutorial, not understanding the content tutorial, or failing the subject tutorial needs to be defined. Tutorials need to be kept in small groups and researched based materials will provide for student success and academic achievement.

EB students needs to be taught by ESL certified teachers and ESL trained paraprofessionals to assist the LEP subpopulation of students. Materials, strategies and curriculum need to be evaluated that will increase their vocabulary. Teachers need to encourage EB students to converse more often and continuously incorporating successful ELP strategies in the classroom such as Think/Pair/Share, Differentiation, Visual aids, Using vocabulary extensively, repetition, social and academic conversation, and demonstrations.

Writing will be a focus, in particular unified writing plan that focuses on each grade level. ELA and core teachers will continue necessary training to meet expectations.

Continue GT/Enriched program during tutorials and provide teacher training in a regular classroom setting. Utilize contracted services on testing as needed. Continuing to use more complex and challenging tasks, more complex reading materials, and higher order questioning in the classroom for GT students is an identified need.

Implementation of the Reading Academy, using the Comprehensive Model, for all teachers Kinder-3rd, ESL, and special education.

Paraprofessionals to assist the "high needs" Special Education students is an identified need for the campus. This will help to continue improvement on classroom assessments and state test scores in all content areas. To enhance campus success, the principal will continue monitoring classrooms and lesson plans.

Student Learning Strengths

Our student achievement strength is based on small classroom sizes and student to teacher ratio. We use small grouping in the classroom to better meet the needs of each student. Our tutorials are build into our daily schedule and students are served based on the needs of each unit/skill being taught.

Support for Special Education and 504 students.

Teachers and parents support each other for student growth.

Data driven instruction- using assessment data for remediation

TEKS Resource System

DMAC System for student data disaggregation

RTI Program

Intervention

Small Group Instruction

Attendance

Writing more in the content areas

"Strong" teaching strategies- songs to teach skills, collaboration, hands on, manipulatives, visuals, organizers, reading to students every day

Tutorials

Paraprofessionals to assist in the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Following a unified supplemental writing plan for the campus, and incorporating editing and revising; focusing on writing across the curriculum. **Root Cause:** Due to the changes of state testing on TELPAS and STAAR with short and long constructed responses.

Problem Statement 2: Improve English acquisition for English Learner students in both oral and written language. **Root Cause:** Low performance with students on growth, reading levels, and assessments.

Problem Statement 3: Provide more effective use of tutorial time **Root Cause:** Not all subpopulations are being reinforced with their level of learning during this time.

Problem Statement 4: Improve GT/Enrichment Program **Root Cause:** Need different types of challenging activities for these students during class and tutorial time.

Problem Statement 5: Providing the Reading Academy for teachers in grades K-3, ESL, and special education using the Comprehensive Model. **Root Cause:** Requirement by TEA due to loss of learning during remote instruction in the spring and fall of 2020.

Problem Statement 6: Improve progress monitoring in reading and math. **Root Cause:** Due to state requirements, our campus needs to be more vigilant monitoring with progress monitoring tools.

School Processes & Programs

School Processes & Programs Summary

School Context and Organization:

Staff Quality, Recruitment and Retention:

Total Teachers: 17

- Ethnicity: White 15, Hispanic 2
- Average Experience: Beginning Teachers 3, 1-5 years 4.1, 6-10 years 4, 11-20 years 3, Over 20 years 2.9
- Teachers by Highest Degree: No Degree 0, Bachelors 17, Masters 0, Doctorate 0
- Average Years Experience of Teachers: 8.9
- Average Years Experience of Teacher with District: 6.6

Educational Aides: 3.5

Campus Leadership/School Leadership: 1

Number of Students per Teacher: 12.3

Based on the gathered data for school context and organization, Kirksey Elementary's goal is to continue the overall growth of all teachers; enhancing the quality of instruction in the classroom. We need to support our noncertified teachers so they are able to receive their teaching certification, ESL certification, GT training, and Reading Academy Certificate. Kirksey staff will exhibit professionalism, confidentiality, and follow FERPA guidelines with all staff members, parents, students, and community.

Using TEKS Resource System gives our teachers an aligned curriculum, but we are still experiencing academic issues. The principal needs to continue to monitor teacher progress in the classrooms and provide the teachers with the needed support and availability of workshops to be successful. Through the teacher mentor program, the new teachers to the district, will continue to receive a new teacher training and to receive assistance with curriculum pacing and classroom management. We need to improve our yearly mentoring of new teachers and teachers new to a subject area and make sure they receive the support needed. Substitute teacher training and paraprofessional training need to be covered, in-depth, at the beginning of each school year, and, as needed on a hiring basis during the school year. For tutorials, addressing our students' strengths or weaknesses and scheduling. Our tutorials need to be an effective use of time for everyone involved. Another important focus will be to continue with our writing program for prompt and source writing in the ELAR classroom and cross curricular writing; focusing on short and long constructed responses.

Teacher and parent surveys, campus faculty meetings, departmental meetings, and site base meetings provide information and insight to our campus. The campus has a strong scheduling of core content areas and tested content areas. There is adequate planning time for teachers and teachers feel they are supported with professional development. The campus has a strong connection with Region 16 Education Service Center for federal program and instructional support.

Implementation of Fundamental Five- focusing on Framing the lesson, Working in the Power Zone, Frequent, Small Group, Purposeful Talk about the Learning.

Sources: Teacher surveys, Curriculum meetings, Campus Faculty Meetings, Administrative Meetings, Parent Surveys, Board of Trustees Meetings

Curriculum:

Kirksey needs to continue with TEKS Resource System, Aligned Curriculum, and researched based supplemental programs. We need to continue to reference our progress

monitoring tools to identify specific needs for student growth. The campus will use Saxon Phonics, My View, Accelerated Reading, m-class, Write Bright and leveled readers to continue with development of our RLA skills and writing, editing and revising skills. Kirksey Elementary has a strong RTI program and utilizes small group instruction as well as many other strong teaching strategies such as songs to teach skills, collaboration, hands on, manipulatives, visuals, graphic organizers, and reading to students every day.

Summary of Needs:

Kirksey need to obtain consistency in RLA; focusing on vocabulary, writing, reading strategies, and phonics. Another essential need is differentiating assignments so students' needs are being met at all levels. All teachers, in every subject area, need to be provided the training to teach and assist all students. Teachers need time to meet, discuss, and plan. The principal needs to continue monitoring classroom instruction and classroom management; reinforcing that teachers are providing both the necessary instructional strategies to the rigor needed for the students to be challenged and successful on classroom assessments and state assessments. Teachers need to be administering assessments and using the assessment data to provide needed reteaching and tutorial guidance. We need to continue to collaborate through department meetings and grade level meetings to enhance classroom instruction. We also need to continue the use of research based supplemental materials to strengthen our curriculum. Our tutorials need to be an effective use of time and more focused on the students' problem areas. We need to continue to provide valuable in-service and encourage teachers to attend workshops to enhance their teaching.

Sources: State Assessments, Curriculum Assessments, Curriculum Meetings, Teacher Feedback, DMAC, Administrative Meetings

The campus uses DMAC to disaggregate assessment data and offer targeted student instruction by class, student, and special populations.

Identified At-Risk students are supported through use of paraprofessionals in the classroom for small group or one-to-one student support. Tutorials are built into the day for all students and will be from 3:00 to 3:35 pm. All students will either complete enrichment activities or be tutored. Tutorials and interventionists will continue to assist ESL/At-Risk/Special Ed students during the tutorial time.

Campus conducts meetings with teachers, faculty meetings, Principal evaluations/walk-throughs, and department meetings to communicate with staff and receive their feedback and input. Data driven instruction using progress monitoring, DMAC and STAAR testing results guide classroom instruction and student interventions. Kirksey Elementary continues to use Pull Out/Support system. Paraprofessional staff are utilized to provide additional support in the classroom for student success and academic achievement.

Use of Cross-Curricular Communication between staff to create assignments across content areas, share reading level information, and develop vocabulary is identified as a need.

Campus Site Based Committee involve campus administration, staff, parents and community members are in place and there is an on-going need to grow and strengthen the committee and its processes.

Summary of Needs:

Based on the reviewed data, Kirksey Elementary's focus is to continue the overall growth of all teachers; enhancing the quality of instruction in the classroom. Using the TEKS Resource System gives our teachers an aligned curriculum but we are still experiencing academic issues. The principal needs to continue to monitor teacher progress in the classrooms and provide the teachers the needed support to be successful. Through the teacher mentor program, the new teachers, to the district, will continue to receive a new teacher training and to receive assistance with curriculum pacing and classroom management. Substitute teacher training and paraprofessional training needs to be covered, in depth, at the beginning of each school year, and, as needed, on a hiring basis, during the school year.

Technology:

Based on the gathered data for technology, Kirksey Elementary's focus is to provide each individual teacher with the technology, interactive boards, programs and knowledge to meet

each child's educational needs. It is very important that we continue with training for our teachers in using technology to improve instruction and engage students. We also need to continue using up-to-date technology programs to help better prepare our students for unit and state assessments. The use of iPads and Chromebooks will continue to be used in the classroom. Classrooms continue to need more up-to-date chromebooks for grades 1-5 and iPads for PreK and Kinder. The programs used will reinforce TEKS and enhance student retention and performance.

The Kirskey Elementary technology education program provides experiences that lead to the development of technologically literate students. Students are introduced to technology and begin learning to use it in the classroom. Computer instruction programs include Soft Seven, StarFall, Amplify, Raz-Kids, Reading A-Z, Typing Club, IXL, Sirius, and Get More Math.

Teacher surveys, campus faculty meetings, administration meetings, Board of Trustee meetings, teacher curriculum meetings, lesson plans and technology plan provides the district and campus with insight to the technology needs. The Technology Director maintains the Technology Plan. The campus does have a parent portal and texting service to meet technology and communication needs. Kirksey Elementary campus experiences connectivity issues at times and the need for wired connectivity in every classroom is an identified need. Training for staff and professional development for the use of new technology and incorporating technology into lesson planning have been identified by administration and staff. Continued professional development for existing instructional programs including Google Classroom, IXL, Accelerated Reader, DMAC, and supplemental technology programs are campus needs.

Sources: Technology Plan, Technology Literacy Assessment, Teacher Surveys, Administrative Meetings, Campus Faculty Meetings, Board of Trustees Meetings

Needs:

Technology needs including continuous updating on connectivity issues and need for wired connectivity in every classroom. The classrooms need to continually update chromebooks in grades 1-5 and provide more iPads for PreK and Kinder. Continue iPad/chromebook use with instruction and replace document cameras as needed. Begin Incorporating Interactive Boards in the classrooms. Continuous professional development on technology is needed based on teacher needs. DMAC training is identified to disaggregate assessment data and plan for student needs and lesson planning. Continuing the use of technology programs for progress monitoring and reinforcement of TEKS is an ongoing need. We need to continue to provide appropriate instruction in the computer lab. Teachers need to communicate with the lab instructor on the needs of their classroom students. The lab instructor needs to be trained on the programs that will be provided.

School Processes & Programs Strengths

TEKS Resource System- aligned curriculum

Technology Plan in place and updated on a regular basis

Technology Director

Elementary computer lab is up-to-date

StarFall, Raz-Kids, Reading A-Z, Soft Seven, IXL, Typing Club, Amplify, Get More Math, Sirius.

Parent Portal

Remind

RTI Program

Small Group Instruction

Administration supports the staff

Dedicated staff

GT Trained Staff

Signing bonus for new teachers

Quality staff development and professional development opportunities

Five Year Service Awards

Keeping Teachers Current on Certifications

YAG (Year at a Glance)

Tutorials

Implementation of Fundamental Five

Teacher Mentor Program

Professional working relationships

Vertical Alignment Document (VAD)

Information Focus Document (IFD)

Curriculum Director

DMAC

Lead4ward

School webpages

Brain Pop/Brain Pop Jr.

Generation Genius

Leveled Readers

YouTube videos for education purposed

Video Conferencing

Parents feel that the teachers want students to be successful and reach their potential

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Effective classroom management **Root Cause:** Reinforcement for beginning teachers and teachers new to the district. Also needed for teachers who are struggling with controlling the classroom so learning can take place.

Problem Statement 2: Wireless connectivity for every classroom **Root Cause:** Technology is used with every curriculum. Teachers need to be able to move about freely when teaching not tied to a computer. Also, the connection is often lost while teaching.

Problem Statement 3: More cross-curricular communication between staff to create assignments across content areas, share reading level information and develop vocabulary. **Root Cause:** Students are departmentalized in grades 2-5. All teachers need to be aware of their students' capabilities and support each other in their subject areas and projects.

Problem Statement 4: Continuous technology professional development based on teachers needs **Root Cause:** Technology is used more than ever with all grade levels in and out of the classroom. Teachers need to be proficient in the programs and skills that they require of the students. They also need to be proficient in the programs that are required for their job.

Problem Statement 5: More chrome books needed for grades 1-5 and iPads for PreK and Kinder. **Root Cause:** During remote learning, students need their devices to continue their education with their teachers. There was a loss of learning during remote instruction in the spring and fall of 2020.

Problem Statement 6: Incorporating interactive boards in the classroom. **Root Cause:** Teachers feel that incorporating Interactive boards in the classroom will enhance teaching.

Perceptions

Perceptions Summary

School Culture and Climate:

Kirksey Elementary uses parent and teacher surveys, campus faculty meetings and site-based meetings to gain information on school culture and climate. The staff and parents view our campus as a safe environment for students and teachers. They state there are high levels of cooperation between teachers and acknowledgement of student achievement. This reflects a positive learning environment.

Parent/Teacher Conferences are held during first semester, second semester as needed with parents choosing the times to attend the conference and interpretation provided as needed. Other parent communication includes phone calls, emails, homework folders, and Remind. School activities include PTO, parent volunteer program, Family Night activities, Lunch Buddies, Committees, and monthly newsletters/calendar of events. Activities used to promote positive interactions with students include Kool Kirksey Kids, classroom coupons/tacks, Kirksey Essential 10 and attendance rewards.

Continued communication between principal to staff, administration to parents, teachers to parents, teachers to students and campus to campus is a priority. Emphasizing a culture of professionalism and confidentiality is needed and for staff to model this type of behavior for our students, parents, and community. Professional development for district and campus communication system would be beneficial.

Summary of Needs:

Based on the reviewed data for school culture and climate, Kirksey Elementary's primary need is continued communication; communication with parents who do not speak English and/or are working during school hours and can not be reached and communication on all classroom procedures and expectations. Professional development on professionalism and confidentiality needs to be addressed and monitored. Campuses need to work on becoming more unified and working towards common goals and accountability.

Sources: Parent surveys, Teacher surveys, Campus Department Meetings, Curriculum Meetings

Family and Community Involvement:

Kirksey Elementary communicates in English and Spanish through Remind, emails, and letters. The Parent Portal is available to parents to view their child(ren)'s academic progress. The campus distributes monthly calendars to parents/guardians. The ESL newsletter is distributed to parents of EB students in both English and Spanish. Title I meetings are conducted at both campuses. The district will evaluate offering separate English and Spanish Title I meetings. Parents are involved in the site base committees to review and revise the campus compact and Parent and Family Engagement written policies, develop CNA and DIP/CIPs. Increased involvement of parents to support the school and school staff and participate in parent involved committees is needed.

Summary of Needs:

Based on various meetings and survey results, Kirksey Elementary's primary needs include communication and educating parents. The parents will be made aware of their child's classroom procedures and expectations, assignments, grades, and events. This is accomplished through Remind, parent portal, daily planners, homework folders, weekly Kiowa folders, various media sources, and parent conferences. The school will continue to encourage and educate parents on utilizing parent portal. Teachers need to continue to put in weekly assignments and continue to be timely in posting grades. Teachers need to continue to reach out to parents and share the positive as well as the negative behaviors of the students; keeping parents informed is essential. Departments will provide family nights to help educate parents on ways to help their child. Kirksey needs to reach out to the parents and the community to seek more volunteers for different aspects of the school (i.e. reading to students, lunch buddies, cafeteria assistance, etc.). Professionalism and confidentiality will be addressed during inservice and as needed.

Sources: Parent Surveys, Teacher Surveys, Campus Faculty Meetings, Sign in sheets for events, Site Based Committee Meetings, PTO

Needs:

Parents and visitors should be greeted as they enter the building and in the hallways. Communication between administration and each other; administration to staff. Continue holiday parties and gatherings (both building and district), have monthly staff meeting, and social gathering such as birthdays. Continue to be unified as a campus. Teachers need time to meet with each other. Problems addressed individually, not in general. Emphasize a culture of professionalism and confidentiality.

Parents need to understand that regular, on time attendance at school is vital for classroom success. We hope that by improving our interaction with parents through regular, multi-language communication, we can increase this awareness and help our students, parents, and community improve. Teachers need to continue to contact parents sharing both positive and negative. We need more parents and teachers involved in PTO. There is a need for more Family Nights to build parent capacity.

Perceptions Strengths

Collaboration and cooperation amongst teachers

Safe environment

Acknowledgement of student achievement

Welcoming campus

Students' work and projects are on display

Caring and supportive staff; towards each other and the students

Positive learning environment

PTO

Communication methods with parents

Providing a variety of opportunities for involving parents in their child's education

The school staff, parents, and community have opportunities to get to know each other during the school year

Parent Portal

Monthly newsletter/calendar

Parent Survey

Site-Base Committees

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Professional development on communication from staff to parents/community and teachers to students **Root Cause:** School, parent, and community all need to work together to make the students successful.

Problem Statement 2: Emphasis on culture of professionalism and confidentiality among staff **Root Cause:** All information that an employee of the school receives on the students and parents must be kept confidential. All occurrences that happen with students should be kept confidential. Teachers need to model the behavior that they expect from the students.

Problem Statement 3: Increase parent knowledge of the importance of regular, on time attendance, importance of obtaining an education, and importance of having lifetime goals
Root Cause: Parental support is essential for student success.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 7, 2023

Goal 1: Kirksey Elementary will provide opportunities to cultivate academic success.

Performance Objective 1: Kirksey Elementary will provide opportunities for learning for all students by May 2024.

Evaluation Data Sources: STAAR results, TAPR (Texas Academic Performance Report)

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Recommend opportunities for student enrichment through video conferences, field trips, schoolwide programs, updated textbooks, and researched based supplemental materials.</p> <p>Strategy's Expected Result/Impact: Teachers/Parents Surveys Student Products Student Academic Success Student Participation</p> <p>Staff Responsible for Monitoring: Campus Site Based Committee, Counselor, Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue to adjust schedule to better accommodate academics.</p> <p>Strategy's Expected Result/Impact: STAAR Results Unit Assessment Results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Design tutorial plan to meet academic needs of students; groups based on quintile reports and TEKS tutorial reports from assessments, benchmarks, teacher recommendation, IXL Progress and Growth reports, and STAAR test results.</p> <p>Strategy's Expected Result/Impact: Unit Assessments AR STAAR Reading Levels Dibels IStation Reports</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Continue to use DMAC as the instrument for teachers/staff to disaggregate student data for planning, instruction, and assessment.</p> <p>Strategy's Expected Result/Impact: Instruction design based on data Tutorial groups design and makeup based on data Report cards Assessment results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Assign or reassign teachers and paraprofessionals to areas so that program and student needs are met.</p> <p>Strategy's Expected Result/Impact: CNA Improved student achievement</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 6: Tutorial plans will be designed to meet academic needs of students with grade below 70, upon teacher recommendation, low STAAR test results, and failed subject in previous grade.</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Provide school library program to provide the opportunity to develop student's digital skills and improve academic achievement.</p> <p>Strategy's Expected Result/Impact: School library program</p> <p>Staff Responsible for Monitoring: Superintendent, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Provide transition activities for students entering Pre-K, Pre-K to 1, and 5th to JH .</p> <p>Strategy's Expected Result/Impact: Transition activities for students and parents</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Display student work and products both inside and outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students feel appreciation and motivation to do better at each instructional assessment</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |

Staff Responsible for Monitoring: Teacher(s)

Funding Sources: - 199 General Fund

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Kirksey Elementary will provide opportunities to cultivate academic success.





Performance Objective 2: Kirksey Elementary will provide professional development opportunities for all teachers and paraprofessionals throughout the school year and summer.

Evaluation Data Sources: Training certificates, Sign in sheets, STAAR/EOC results, Observations, DMAC reports

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Continue staff development trainings, departmental meetings, grade level meetings, and curriculum meetings. Strategy's Expected Result/Impact: Training certificates Sign-in sheets Staff Responsible for Monitoring: Curriculum Director, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Hold monthly staff meetings. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Meet with teachers at the beginning of each six weeks to discuss academic needs for PK-1st grade. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Meet with teachers at the beginning of each six weeks to discuss academic needs departmentally for 2-5 grades.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide paraprofessional/substitute training.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Facilitate training in DMAC use for teachers to disaggregate data and offer targeted student instruction by campus class, student, and special populations and provide training to create assessments.</p> <p>Strategy's Expected Result/Impact: Data disaggregated and disseminated, ongoing evaluation of student scores and benchmarks, staff development agendas, sign-in sheets</p> <p>Staff Responsible for Monitoring: Curriculum Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 7: Facilitate staff development, including paraprofessionals as appropriate, and program coordination. Encourage teachers to travel to workshops and conferences and bringing in recognized experts to LEA as needed to improve all student achievement and specially addressing all at-risk students, 504, ESL, migrant, special education, GT, and dyslexic students.</p> <p>Strategy's Expected Result/Impact: Certificates Sign-in sheets Student progress</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund, - 211 Title I, Part A</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Provide staff development addressing instructional needs.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Certificates of Training</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Attend TEKS Resource trainings.</p> <p>Strategy's Expected Result/Impact: Certificates of Training</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Require teachers to attend workshops throughout the year in content specific areas.</p> <p>Strategy's Expected Result/Impact: Certificates of training</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 11 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 11: Design local inservice to address specific instructional needs.</p> <p>Strategy's Expected Result/Impact: Workshop attendance</p> <p>Staff Responsible for Monitoring: Curriculum Director, Department Heads, Site Based Committee, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 12 Details | Reviews | | | |
| <p>Strategy 12: Provide staff development and opportunities to meet the needs of student and students. Staff development waivers will be used to provide intensive, effective targeted professional development. Funds will be available to pay for training supplies and to bring in experts on reaching ESL and At-Risk students.</p> <p>Strategy's Expected Result/Impact: CNA Sign-in sheets Certificates</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund, Empowering Writers training and travel - 211 Title I, Part A - \$4,250</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Goal 2: Kirksey Elementary will provide opportunities for appropriate curriculum.

Performance Objective 1: Kirksey Elementary will provide an aligned curriculum for all students by May 2024.

Evaluation Data Sources: Lesson plans, Principal assessments, student progress

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide summer curriculum training for new teachers and teachers changing content.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue research-based programs for remediation and/or tutorials.</p> <p>Strategy's Expected Result/Impact: Student progress</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Staff, Teacher(s), Technology Director</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 General Fund, IXL at Elementary - 199-PIC 24 State Comp Ed, Accelerated Ed - \$4,225, Reading Eggs - 199-PIC 24 State Comp Ed, Accelerated Ed - \$270</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Continue use of TEKS through TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Lesson plans Curriculum Assessment Principal observations Safeguard Intervention Meetings VAD Mentor meetings</p> <p>Staff Responsible for Monitoring: Core Subject Teachers, Curriculum Director, Principal, Teacher(s)</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 4: Provide summer curriculum training for updates in TEKS if necessary. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Curriculum Director, Principal Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Provide update for aligned fine arts, and physical education curriculum. Strategy's Expected Result/Impact: Completed curriculum Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) Title I: 2.5 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Implement the TEKS for band and music and physical education. Strategy's Expected Result/Impact: Documentation of TEKS covered Staff Responsible for Monitoring: Curriculum Director, Music Teacher, Principal, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Students will be given the opportunity for physical activity during the school day through PE classes and/or recess. Strategy's Expected Result/Impact: School schedules Staff Responsible for Monitoring: Principal, Teacher(s) Title I: 2.5 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 8: Provide update for aligned curriculum in technology; keyboarding for 5th grade.</p> <p>Strategy's Expected Result/Impact: Technology Curriculum, Lesson Plans</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s), Technology Director</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |


Goal 2: Kirksey Elementary will provide opportunities for appropriate curriculum.


Performance Objective 2: Kirksey Elementary will provide opportunities for cross-curricular activities for all students by May 2024.


Evaluation Data Sources: Lesson plans, student progress

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Create a common vocabulary and terminology. Strategy's Expected Result/Impact: Lesson plans and projects Staff Responsible for Monitoring: Curriculum Director, Principal, Staff, Teacher(s)</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Writing across the core. Strategy's Expected Result/Impact: Lesson plans and projects Staff Responsible for Monitoring: Core subject teachers, Curriculum Director, Principal</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Implement the following strategies in every ELAR classroom:</p> <ul style="list-style-type: none"> a. Daily Oral Language b. Incorporating academic language c. Write Brite d. Use cross-curricular writing often to improve expository writing <p>Strategy's Expected Result/Impact: STAAR Test results Student progress Assessments TEKS Resource System Staff involvement- sign-in sheets, certificates</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent, Teacher(s)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Kirksey Elementary will provide opportunities for all students to meet or exceed state testing standards.

Performance Objective 1: Kirksey Elementary will provide Math, ELA, and Science curriculum and instruction to ensure student success for all students by May 2024.

Evaluation Data Sources: STAAR results





| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Identify STAAR math, ELA, Writing, and Science objectives that need improvement and design instructional strategies for each.</p> <p>Strategy's Expected Result/Impact: Minutes Sign-in sheets STAAR results</p> <p>Staff Responsible for Monitoring: Counselor, Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue research-based programs for remediation and/or tutorials.</p> <p>Strategy's Expected Result/Impact: STAAR results Assessment results Lesson plans</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 3: Attend math TEKS Resource System training. Strategy's Expected Result/Impact: Certificates, Sign-in sheets Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Increase academic vocabulary. Strategy's Expected Result/Impact: Assessment results Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Increase math computation through high order questioning, increasing the rigor of instruction, consistent fact practice, and UPS check. Strategy's Expected Result/Impact: Assessment results STAAR results Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) Title I: 2.5 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Progress monitoring Strategy's Expected Result/Impact: Progress monitoring results Assessment Staff Responsible for Monitoring: Curriculum Director, Principal, Staff, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 7: Focus writing, editing, and revising. Strategy's Expected Result/Impact: Student academic improvement Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Teachers will provide rubrics to help students identify the need for editing and revising writing. Strategy's Expected Result/Impact: STAAR results Student growth Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 9 Details | Reviews | | | |
| Strategy 9: Teachers will help students create a writing notebook/ journals that will focus on improving writing. Strategy's Expected Result/Impact: STAAR results Notebook complete Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s) Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 10: Incorporate Saxon Phonics (K-2). Incorporate Really Great Reading for intervention students.</p> <p>Strategy's Expected Result/Impact: mClass progress monitoring Assessment</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: Students will increase reading level with at least one year's growth with Accelerated Reader, high order questioning, and increasing the rigor of instruction.</p> <p>Strategy's Expected Result/Impact: Unit Assessments Quintile Reports in DMAC STAAR results AR Quizzes</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 12 Details | Reviews | | | |
| <p>Strategy 12: Teachers will incorporate small group focused instruction.</p> <p>Strategy's Expected Result/Impact: Observation Walk Throughs Evaluation</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 13 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 13: Progress monitoring tools will be used monthly to chart individual growth. IXL - reading and math grades Kinder-5. mClass, grades, K-1, will be administered BOY, MOY, and EOY. CLI , PreK, will be administered BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: IXL reports mClass reports CLI reports</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Staff, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 14 Details | Reviews | | | |
| <p>Strategy 14: Continue update of science materials and supplies as needed.</p> <p>Strategy's Expected Result/Impact: Inventory</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 15 Details | Reviews | | | |
| <p>Strategy 15: Increase science knowledge through higher order questioning, increasing the rigor of instruction, and increasing academic language.</p> <p>Strategy's Expected Result/Impact: Assessment results STAAR results</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 16 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 16: Provide the classroom teacher with time and assistance in identifying the lowest test scores and highest needs:</p> <p>a. Essays, organization, and development b. Revising and editing c. Motivation of students to write well</p> <p>Strategy's Expected Result/Impact: Student growth Assessment scores STAAR Test DMAC</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Teacher(s)</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 17 Details | Reviews | | | |
| <p>Strategy 17: Provide paraprofessionals to provide additional assistance, including one-on-one student support in the classroom and in extended time to improve academic achievement.</p> <p>Strategy's Expected Result/Impact: Student progress and growth</p> <p>Staff Responsible for Monitoring: Principal, Paraprofessionals, Superintendent</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund, - 199-PIC 24 State Comp Ed, Accelerated Ed</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Kirksey Elementary will provide opportunities for all students to meet or exceed state testing standards.

Performance Objective 2: Booker ISD will provide opportunities for special population students, including SpEd, ESL, At-Risk Economically Disadvantaged, Homeless, Foster Care, GT, and Dyslexia, to meet or exceed state testing standards by May 2024.

Evaluation Data Sources: Class rosters, STAAR results

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 1: Ensure class offerings are open to all genders and ethnicities. Strategy's Expected Result/Impact: Class Rosters Staff Responsible for Monitoring: Counselor, Principal Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure classes are not closed due to late enrollment for highly mobile students. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Counselor, Principal Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide creative scheduling opportunities for highly mobile students. Strategy's Expected Result/Impact: Student schedules Staff Responsible for Monitoring: Counselor, Principal Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
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| <p>Strategy 4: Ensure a tutorial program for identified students. Tutorials will be incorporated from 3:00 to 3:35 daily. Tutorial groups will be determined by assessment data, behind on grade level reading, behind in classroom assignment, and those in need of additional help. Interventionists will assist and monitor struggling students.</p> <p>Strategy's Expected Result/Impact: Percent of decrease of student failures Tutorial roster attendance</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teacher(s)</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Use cooperative learning structures, small group instruction, and other effective practices in classrooms to address student learning styles.</p> <p>Strategy's Expected Result/Impact: Walk Throughs Evidence of Implementation in Classroom</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Address the achievement gap between the percentage of at-risk population and the percentage of other population students passing all portions of the STAAR.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of at-risk students passing all portions of STAAR</p> <p>Staff Responsible for Monitoring: Instructional Focus Group, Principal, Teacher(s)</p> <p>Title I: 2.4, 2.6 Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 7: Customize research-based strategies to meet the needs of the economically disadvantaged student. Strategy's Expected Result/Impact: Lesson Plans STAAR results Staff Responsible for Monitoring: Principal, Staff, Teacher(s) Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Identify students in homeless situations upon enrollment. Strategy's Expected Result/Impact: Homeless Questionnaire Staff Responsible for Monitoring: Homeless Liaison, PEIMS Clerks Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 9 Details | Reviews | | | |
| Strategy 9: Provide identified homeless students assistance with enrollment, lunch program, all other resources available to other students. Strategy's Expected Result/Impact: Service logs for homeless students Staff Responsible for Monitoring: Homeless Liaison, PEIMS Clerks, Teacher(s) Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
| Strategy 10: Provide research based dyslexia programs. Strategy's Expected Result/Impact: Student academic success Staff Responsible for Monitoring: Principal, Superintendent Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 11 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 11: Disseminate information to parents, students, and faculty for student nomination, assessment and identification to Gifted and Talented (GT) Program.</p> <p>Strategy's Expected Result/Impact: Contact Logs Returned Forms</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 12 Details | Reviews | | | |
| <p>Strategy 12: Use five appropriate assessment criteria that include both qualitative and quantitative measures for GT Program.</p> <p>Strategy's Expected Result/Impact: Assessment</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Determine student selection for GT program using a committee of at least three local, district, or campus educators who have training in the nature and needs of gifted students.</p> <p>Strategy's Expected Result/Impact: GT list Testing information</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 14 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 14: Base informal reassessment on student performance and formal assessment on entrance criteria for GT program.</p> <p>Strategy's Expected Result/Impact: Assessment/Reassessment results</p> <p>Staff Responsible for Monitoring: Counselor, GT Coordinator, Principal, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 15 Details | Reviews | | | |
| <p>Strategy 15: Ensure an enrichment program for identified students. Program will be incorporated into the classroom and enrichment time from 3:00-3:35.</p> <p>Strategy's Expected Result/Impact: Student products</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 16 Details | Reviews | | | |
| <p>Strategy 16: Continue services with Perryton Special Education Services Arrangement.</p> <p>Strategy's Expected Result/Impact: Percentage of students testing on grade level</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 17 Details | Reviews | | | |
| <p>Strategy 17: Provide paraprofessionals for high needs special education students.</p> <p>Strategy's Expected Result/Impact: Progress Reports</p> <p>Staff Responsible for Monitoring: Principal, Special Education Teachers, Superintendent</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 General Fund, - 224 IDEA B - Formula Special Ed (SpEd), - 225 IDEA B - Preschool Special Ed (SpEd)</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 18 Details | Reviews | | | |
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| Strategy 18: Provide teacher for high needs Pre K Special Education students. Strategy's Expected Result/Impact: Special Education services provided to Pre-K Staff Responsible for Monitoring: Principal, Special Education Coordinator, Special Education Teachers Title I: 2.4 Funding Sources: - 199 General Fund, PreK Teacher - 225 IDEA B - Preschool Special Ed (SpEd) - \$2,420 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 19 Details | Reviews | | | |
| Strategy 19: Provide assistance for EB students in content classroom. (Title III SSA) Strategy's Expected Result/Impact: ESL Student Program Reports TELPAS Results Staff Responsible for Monitoring: Principal, Teacher(s) Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 20 Details | Reviews | | | |
| Strategy 20: Provide a stipend for ESL certified teachers to ensure EB student success. Strategy's Expected Result/Impact: ESL Endorsements Payroll Staff Responsible for Monitoring: Certification Officer, Superintendent Title I: 2.4 Funding Sources: - 199 General Fund, - 263 Title III - LEP | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 21 Details | Reviews | | | |
| Strategy 21: Encourage bilingual labels in all Pre-K -5th classrooms. (Title III SSA) Strategy's Expected Result/Impact: Visual observations Staff Responsible for Monitoring: Principal, Teacher(s) Title I: 2.4 Funding Sources: - 199 General Fund, - 263 Title III - LEP | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 22 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 22: Provide an ESL certified teacher and paraprofessional (Pre-K-5th grade) for EB students. Strategy's Expected Result/Impact: Payrolls Staff Responsible for Monitoring: Principal Title I: 2.4 Funding Sources: - 199 General Fund, - 263 Title III - LEP | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 23 Details | Reviews | | | |
| Strategy 23: Identify students in foster care situations upon enrollment to ensure services and support. Strategy's Expected Result/Impact: DFPS Form 2085, enrollment forms Staff Responsible for Monitoring: Foster Care Liaison, Counselor, PEIMS Clerks Title I: 2.4 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Kirksey Elementary will provide opportunities for all students to meet or exceed state testing standards.

Performance Objective 3: Kirksey Elementary will provide 100% potential and/or dropout students with opportunities for success by May 2024.

Evaluation Data Sources: TAPR Dropout Report, PEIMS Leaves Report





| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Maintain a 1% or less drop out rate in each student subgroup. Strategy's Expected Result/Impact: Credits earned and PEIMS drop out report Staff Responsible for Monitoring: Counselor, Principal, Superintendent</p> <p>Title I: 2.6 Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide transition activities for students entering PK and 6th to promote the importance of staying in school. Strategy's Expected Result/Impact: Lesson Plans Program Plans Staff Responsible for Monitoring: Counselor, Principal</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
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Goal 4: Kirksey Elementary will provide opportunities to remain current in all technological changes, advances and applications.

Performance Objective 1: Kirksey Elementary will provide current technological tools to accomplish the functions of administrative and support staff throughout the school year.

Evaluation Data Sources: Classroom inventories, Training Certificates, Master Schedules

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide training for Gradebook. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principal, Teacher(s), Technology Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide training in Ascender. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principal, Staff, Technology Director</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Continue providing technological equipment for classrooms: Interactive Boards, chromebooks, laptops, tablets, computers, documents cameras/projectors and wired connectivity. Strategy's Expected Result/Impact: Classroom Inventories Walk Throughs Observations Sign-insheets Staff Responsible for Monitoring: Curriculum Director, Principal, Technology Director</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Provide computer instruction(Pre-K - 5): Soft Seven, StarFall, Reading A-Z, Raz-Kids, Amplify, IXL, Typing Club.</p> <p>Strategy's Expected Result/Impact: Students grades student products/performance students acquired computer skills Observations</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s), Technology Director</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide electronic devices for use of our supplemental technology programs to reinforce reading, writing (editing and revising), math, and science skills.</p> <p>Strategy's Expected Result/Impact: Teacher will progress monitor student progress</p> <p>Staff Responsible for Monitoring: Core Subject Teachers, Principal, Staff</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
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



Goal 5: Kirksey Elementary will provide opportunities to foster professionalism, positive community, parent, teachers and student communication and relationships.

Performance Objective 1: Kirksey Elementary will provide opportunities for communication and cooperation between the school, community, and parents to aid in the improved progress of 100% of students throughout the school year. Teachers will exhibit professionalism, confidentiality, and follow FERPA law.

Evaluation Data Sources: Website, Site Based Committee

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Schedule campus site base meetings and parent involvement meetings. Strategy's Expected Result/Impact: Agendas, Minutes, Sign-in sheets Staff Responsible for Monitoring: Community, Principal, School Board, Staff, Superintendent, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Encourage ideas and cultivate suggestions in CNA, parent survey, staff meetings, and curriculum meetings. Strategy's Expected Result/Impact: Agendas, Minutes, Sign-in sheets, Survey results Staff Responsible for Monitoring: Community, Principal, School, Staff, Superintendent, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide Parent Portal for access to student academic progress. Strategy's Expected Result/Impact: Parental Portal use Staff Responsible for Monitoring: Superintendent, Technology Director Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide social networking update of school activities through Remind, and, District Website, and Facebook for community and parents. Strategy's Expected Result/Impact: Community/parent participation Staff Responsible for Monitoring: Principal, Superintendent, Technology Director Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 5: Continue to update district website. Strategy's Expected Result/Impact: Website Staff Responsible for Monitoring: Principal, Staff, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Provide teacher web pages to further communicate with parents containing class information. Strategy's Expected Result/Impact: Webpages Staff Responsible for Monitoring: Core Subject Teachers, Principal, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Update as needed the school marquee. Strategy's Expected Result/Impact: Marquee Staff Responsible for Monitoring: Principal, Staff Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| Strategy 8: Communicate information to parents and families regarding Title I activities, curriculum, and rights of parents through a flexible number of meetings. Strategy's Expected Result/Impact: Sign-in sheets, Agenda, Meeting Documentation Staff Responsible for Monitoring: Principal, Superintendent Title I: 4.2 Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 9: Distribute information on the Parent and Family Engagement Written Policy (handout at registration) and Campus Improvement Plan (in office and website, parent notification through handbook) to parents and community members in an understandable language.</p> <p>Strategy's Expected Result/Impact: PFE Written Policy is available in English and Spanish in the campus and district office and on the website. The Campus Improvement Plan is available for Spanish interpretation upon request.</p> <p>Staff Responsible for Monitoring: Principal, Superintendent</p> <p>Title I: 4.1</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: Trainings will be conducted with staff during inservice and as needed on professionalism, confidentiality, and FERPA.</p> <p>Strategy's Expected Result/Impact: Behavior of staff among each other, parents, students, and community.</p> <p>Staff Responsible for Monitoring: Superintendent, Principal, Teachers/Staff</p> | Formative | | | Summative |
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Goal 5: Kirksey Elementary will provide opportunities to foster professionalism, positive community, parent, teachers and student communication and relationships.

Performance Objective 2: Kirksey Elementary will provide opportunities for active leadership for staff, students, parents and community leaders by May 2024.

Evaluation Data Sources: Sign in sheets, organization attendance and membership

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Cultivate community, staff, students, and leaders through programs such as PTO, Teacher/Mentor Program, Lunch Buddy Program, Volunteer Readers, Site Based Committee, and Volunteering.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Minutes</p> <p>Staff Responsible for Monitoring: Parent Involvement Committee, Principal, Staff, Teacher(s), Volunteers</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Support and encourage parents, teachers, and community members to be involved in PTO and Kiowa Klub.</p> <p>Strategy's Expected Result/Impact: Organization attendance</p> <p>Staff Responsible for Monitoring: Campus Site Based Committee, Community, Parent Involvement Committee, Principal, Staff, Superintendent</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Parents and community members involvement in the Site Based Committees that are involved in the development and evaluation of the written Parent and Family Engagement Policy and Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Sign-in sheeting, Minutes</p> <p>Staff Responsible for Monitoring: Campus Site Based Committee, Community, Parent Involvement Committee, Principal</p> <p>Title I: 4.1</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 4: Offer school sponsored activities, committees, and monthly newsletters/calendar of events. Strategy's Expected Result/Impact: Sign-in sheets Minutes Attendance at activities Parental responses Community awareness Newsletter/calendar of events Staff Responsible for Monitoring: Principal, Staff, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Promote PTO and encourage parent volunteer program. Strategy's Expected Result/Impact: Membership of PTO and number of parent/community volunteers Staff Responsible for Monitoring: Campus Site Based Committee, Community, Parent Involvement Committee, Volunteers Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Provide Family Night activities to build capacity of parents. Strategy's Expected Result/Impact: Sign-in sheets, minutes/agendas Staff Responsible for Monitoring: Principal, Staff, Teacher(s), Volunteers Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Provide Lunch Buddies. Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: Community, Principal Funding Sources: - 199 General Fund | Formative | | | Summative |
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



| Strategy 8 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 8: Provide Parent/Teacher Conferences:</p> <ul style="list-style-type: none"> a. First semester (including interpreter as needed) b. Second semester as needed c. Phone calls d. Emails e. Homework folders f. Remind g. Texting <p>Strategy's Expected Result/Impact: Parental response throughout year Parent survey response and comments</p> <p>Staff Responsible for Monitoring: Principal, Staff, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
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 No Progress
  Accomplished
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  Discontinue

Goal 5: Kirksey Elementary will provide opportunities to foster professionalism, positive community, parent, teachers and student communication and relationships.

Performance Objective 3: During each school year, Kirksey Elementary will provide for diversity within the district.

Evaluation Data Sources: Demographic data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Encourage participation by special population groups. Strategy's Expected Result/Impact: Sign-in sheets, Community participation group demographics Staff Responsible for Monitoring: Community, Principal, Staff, Superintendent, Teacher(s) Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide all information in English/Spanish. Strategy's Expected Result/Impact: Documents in English/Spanish Staff Responsible for Monitoring: Principal Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: ELPS strategies used daily in each classroom. Strategy's Expected Result/Impact: Visual observations Staff Responsible for Monitoring: Teachers Funding Sources: - 199 General Fund | Formative | | | Summative |
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Goal 6: Kirksey Elementary will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 1: Kirksey Elementary will provide safe and efficient facilities for all students and staff through the school year.

Evaluation Data Sources: Emergency Management Procedures Plan, School Safety Plan

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Maintain security camera and entry system. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Superintendent, Technology Director Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue to provide a full time counselor. Strategy's Expected Result/Impact: Payroll Staff Responsible for Monitoring: Superintendent Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Maintain and update the Emergency Management Procedures Plan and School Safety Plan. Strategy's Expected Result/Impact: Emergency Management Procedures Plan Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide counseling services in the following areas: suicide prevention, conflict resolution, bullying, violence prevention and intervention, discipline management, harassment, dating violence and cyberbullying. Strategy's Expected Result/Impact: Counselor logs Discipline Referrals Staff Responsible for Monitoring: Counselor, Principal Funding Sources: - 199 General Fund | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: Provide the classroom teacher with necessary assistance to reduce/eliminate discipline problems.</p> <p>Strategy's Expected Result/Impact: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Consistent implementation of discipline practices:</p> <p>a. Classroom management</p> <p>b. Discipline Procedures</p> <p>c. Parent contact</p> <p>Strategy's Expected Result/Impact: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Teacher and principal will promote positive interactions to counter students' negative behavior:</p> <p>a. Kool Kirksey Kids</p> <p>b. Classroom coupons/tacks</p> <p>c. Kirksey Essential 10</p> <p>Strategy's Expected Result/Impact: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 8: Provide professional development at Region 16 - Classroom Management Workshops.</p> <p>Strategy's Expected Result/Impact: Attendance Certificates Classroom Walk Throughs Evaluations</p> <p>Staff Responsible for Monitoring: Curriculum Director, Principal, Superintendent, Teacher(s)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 6: Kirksey Elementary will provide opportunities for a positive, safe, and orderly school culture.

Performance Objective 2: Kirksey Elementary will provide opportunities to address the health needs of all students by May 2024.

Evaluation Data Sources: Screening reports, audit reports

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Continue FitnessGram Strategy's Expected Result/Impact: Submission of Data Staff Responsible for Monitoring: PE Teachers, Technology Director Title I: 2.5 Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Maintain USDAcompliant school lunch program. Strategy's Expected Result/Impact: Audit results Staff Responsible for Monitoring: Food Services Supervisor, Superintendent Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide vision/spinal/hearing screenings. Strategy's Expected Result/Impact: Screening reports Staff Responsible for Monitoring: Principal Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide Body Awareness Education. Strategy's Expected Result/Impact: Parental Permission Staff Responsible for Monitoring: Community, Principal, Teacher(s), Volunteers Funding Sources: - 199 General Fund | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 7: Kirksey Elementary will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 1: Provide 100% state certified teachers and highly qualified paraprofessionals in the classroom to be in compliance with federal and state expectations.

Evaluation Data Sources: Equity Data Survey, Teacher certificates, Employment records

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Maintain 100% certified teachers in core academic areas. Strategy's Expected Result/Impact: Equity Data Survey Report Certification Records Staff Responsible for Monitoring: Certification Officer, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Maintain 100% Highly Qualified and/or State Certified Paraprofessionals on all campuses. Strategy's Expected Result/Impact: Equity Data Survey Report SBEC Records Personnel records Staff Responsible for Monitoring: Certification Officer, Principal, Superintendent</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Recruit potential staff via face to face interviews, phone interviews, or video streaming in multiple states. Focus will be on recruiting bilingual teachers and other areas of locally identified needs. Strategy's Expected Result/Impact: Employment records</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |

Staff Responsible for Monitoring: Principal Superintendent


TEA Priorities:


Recruit, support, retain teachers and principals

Funding Sources: - 199 General Fund

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: Kirksey Elementary will provide opportunities for staff to comply with federal and state guidelines.

Performance Objective 2: Kirksey Elementary will maintain a 95% or higher attendance rate.

Evaluation Data Sources: TAPR report, Ascender reports

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Monitor attendance. Strategy's Expected Result/Impact: TxEIS Reports Staff Responsible for Monitoring: PEIMS Clerks, Prinicipal, Superintendent Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue to monitor student tardies: a. Parent contact from teacher b. Parent contact from Principal c. Provide additional instruction time after school d. Intervention from other sources if necessary e. Develop a relationship with student to determine the cause of tardies Strategy's Expected Result/Impact: Number of Tardies Staff Responsible for Monitoring: Counselor, Homeless Liaison, Migrant Services Coordinator, Principal, Teacher (s) Funding Sources: - 199 General Fund</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide positive interventions to promote attendance: a. Parent and teacher contact with parents and students upon noticing improvement b. Form positive relationships with parents and students to encourage better attendance</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |

c. Classroom coupons
 d. Special lunch
 e. Prizes
 f. Drawing for prize at the end of each six weeks for perfect attendance

Strategy's Expected Result/Impact: Attendance reports
Staff Responsible for Monitoring: Counselor, Principal, Teacher(s)

Funding Sources: - 199 General Fund

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

State Compensatory

Budget for Kirksey Elementary

Total SCE Funds: \$475,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Campus Funding Summary

| 199 General Fund | | | | | |
|------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 1 | 6 | | | \$0.00 |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 1 | 8 | | | \$0.00 |
| 1 | 1 | 9 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 3 | | | \$0.00 |
| 1 | 2 | 4 | | | \$0.00 |
| 1 | 2 | 5 | | | \$0.00 |
| 1 | 2 | 6 | | | \$0.00 |
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 8 | | | \$0.00 |
| 1 | 2 | 9 | | | \$0.00 |
| 1 | 2 | 10 | | | \$0.00 |
| 1 | 2 | 11 | | | \$0.00 |
| 1 | 2 | 12 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| 2 | 1 | 4 | | | \$0.00 |
| 2 | 1 | 5 | | | \$0.00 |
| 2 | 1 | 6 | | | \$0.00 |

199 General Fund

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|-------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 2 | 1 | 7 | | | \$0.00 |
| 2 | 1 | 8 | | | \$0.00 |
| 2 | 2 | 1 | | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 2 | 3 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 3 | | | \$0.00 |
| 3 | 1 | 4 | | | \$0.00 |
| 3 | 1 | 6 | | | \$0.00 |
| 3 | 1 | 7 | | | \$0.00 |
| 3 | 1 | 8 | | | \$0.00 |
| 3 | 1 | 9 | | | \$0.00 |
| 3 | 1 | 10 | | | \$0.00 |
| 3 | 1 | 11 | | | \$0.00 |
| 3 | 1 | 12 | | | \$0.00 |
| 3 | 1 | 13 | | | \$0.00 |
| 3 | 1 | 14 | | | \$0.00 |
| 3 | 1 | 15 | | | \$0.00 |
| 3 | 1 | 16 | | | \$0.00 |
| 3 | 1 | 17 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 2 | 2 | | | \$0.00 |
| 3 | 2 | 3 | | | \$0.00 |
| 3 | 2 | 4 | | | \$0.00 |
| 3 | 2 | 5 | | | \$0.00 |
| 3 | 2 | 6 | | | \$0.00 |
| 3 | 2 | 7 | | | \$0.00 |
| 3 | 2 | 8 | | | \$0.00 |
| 3 | 2 | 9 | | | \$0.00 |

199 General Fund

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|-------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 3 | 2 | 10 | | | \$0.00 |
| 3 | 2 | 11 | | | \$0.00 |
| 3 | 2 | 12 | | | \$0.00 |
| 3 | 2 | 13 | | | \$0.00 |
| 3 | 2 | 14 | | | \$0.00 |
| 3 | 2 | 15 | | | \$0.00 |
| 3 | 2 | 16 | | | \$0.00 |
| 3 | 2 | 17 | | | \$0.00 |
| 3 | 2 | 18 | | | \$0.00 |
| 3 | 2 | 19 | | | \$0.00 |
| 3 | 2 | 20 | | | \$0.00 |
| 3 | 2 | 21 | | | \$0.00 |
| 3 | 2 | 22 | | | \$0.00 |
| 3 | 2 | 23 | | | \$0.00 |
| 3 | 3 | 1 | | | \$0.00 |
| 3 | 3 | 2 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |
| 4 | 1 | 4 | | | \$0.00 |
| 4 | 1 | 5 | | | \$0.00 |
| 5 | 1 | 1 | | | \$0.00 |
| 5 | 1 | 2 | | | \$0.00 |
| 5 | 1 | 3 | | | \$0.00 |
| 5 | 1 | 4 | | | \$0.00 |
| 5 | 1 | 5 | | | \$0.00 |
| 5 | 1 | 6 | | | \$0.00 |
| 5 | 1 | 7 | | | \$0.00 |
| 5 | 1 | 8 | | | \$0.00 |
| 5 | 1 | 9 | | | \$0.00 |

199 General Fund

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 5 | 2 | 1 | | | \$0.00 |
| 5 | 2 | 2 | | | \$0.00 |
| 5 | 2 | 3 | | | \$0.00 |
| 5 | 2 | 4 | | | \$0.00 |
| 5 | 2 | 5 | | | \$0.00 |
| 5 | 2 | 6 | | | \$0.00 |
| 5 | 2 | 7 | | | \$0.00 |
| 5 | 2 | 8 | | | \$0.00 |
| 5 | 3 | 1 | | | \$0.00 |
| 5 | 3 | 2 | | | \$0.00 |
| 5 | 3 | 3 | | | \$0.00 |
| 6 | 1 | 1 | | | \$0.00 |
| 6 | 1 | 2 | | | \$0.00 |
| 6 | 1 | 3 | | | \$0.00 |
| 6 | 1 | 4 | | | \$0.00 |
| 6 | 1 | 5 | | | \$0.00 |
| 6 | 1 | 6 | | | \$0.00 |
| 6 | 1 | 7 | | | \$0.00 |
| 6 | 1 | 8 | | | \$0.00 |
| 6 | 2 | 1 | | | \$0.00 |
| 6 | 2 | 2 | | | \$0.00 |
| 6 | 2 | 3 | | | \$0.00 |
| 6 | 2 | 4 | | | \$0.00 |
| 7 | 1 | 1 | | | \$0.00 |
| 7 | 1 | 2 | | | \$0.00 |
| 7 | 1 | 3 | | | \$0.00 |
| 7 | 2 | 1 | | | \$0.00 |
| 7 | 2 | 2 | | | \$0.00 |
| 7 | 2 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

199-PIC 24 State Comp Ed, Accelerated Ed

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|-------------------|--------------|------------|
| 2 | 1 | 2 | IXL at Elementary | | \$4,225.00 |
| 2 | 1 | 2 | Reading Eggs | | \$270.00 |
| 3 | 1 | 17 | | | \$0.00 |
| Sub-Total | | | | | \$4,495.00 |

211 Title I, Part A

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|--|--------------|------------|
| 1 | 2 | 7 | | | \$0.00 |
| 1 | 2 | 12 | Empowering Writers training and travel | | \$4,250.00 |
| Sub-Total | | | | | \$4,250.00 |

224 IDEA B - Formula Special Ed (SpEd)

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|------------------|--------------|--------|
| 3 | 2 | 17 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

225 IDEA B - Preschool Special Ed (SpEd)

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|------------------|--------------|------------|
| 3 | 2 | 17 | | | \$0.00 |
| 3 | 2 | 18 | PreK Teacher | | \$2,420.00 |
| Sub-Total | | | | | \$2,420.00 |

263 Title III - LEP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------|-----------|----------|------------------|--------------|--------|
| 3 | 2 | 20 | | | \$0.00 |
| 3 | 2 | 21 | | | \$0.00 |
| 3 | 2 | 22 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums

Booker ISD Translation Procedure

Purpose:

Booker ISD will take realistic steps to ensure that parents, guardians, and others with Limited English Proficiency (LEP) have access and equal opportunity to important school information. Information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence will be provided in an understandable and uniform format, and to the extent practical, in a language that parents/guardians can understand [Section 1112(e)(4); 1114(b)(4); 1116(e)(5); 1116(f)].

Types of Translation Available:

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

Data Used to Determine Translation Needs:

Booker ISD reviews yearly the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests. The languages identified for translation are English and Spanish.

Documents/Information to be Translated:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) are available in the district and campus administration offices and are available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Title I, Part A Parent Family Engagement Statewide Initiative are provided to parents/guardians in the identified language(s).

School Parent Compact written information is translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

Monitoring:

On an ongoing basis, Booker ISD will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Booker ISD will regularly assess the effectiveness of these procedures used for the delivery of language assistance.

Review Date