

# Plainview Independent School District

## Edgemere Elementary School

2019-2020

Accountability Rating: B



# Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Edgemere will increase the percentage of economically disadvantaged students to the "meets" level on the STAAR Reading test by 6% and the STAAR Math test by 2% for all grades 3-5.	18
Goal 2: Edgemere will increase the growth target of 64% by 3% for economically disadvantaged students on the STAAR Reading test for grades 4-5.	21
Goal 3: Increase opportunities for parents to be involved with their child's education by having at least one additional academic parent meeting.	22
Goal 4: Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.	23
Goal 5: Campus instructional leaders will review lesson plans for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	25
State Compensatory	27
Budget for Edgemere Elementary School:	27
Title I Personnel	31

# Comprehensive Needs Assessment

## Needs Assessment Overview

What are the strengths and the challenges of the current school program?

### Challenges

- Students are performing below grade level and are not making a full year progress.
- We are starting more behind each year, all the way back into kinder
- More retirements of veteran teachers and higher numbers of staff turnover

### Strengths

- We have implemented guided reading (strengthening this 2018-2019 with restructuring times, groups, and tracking student groups)
- We have implemented district planning
- Our strongest growth grades have built cohesive teams (1st & 2nd)

What does the data reveal about trends and patterns over time?

- Edgemere academic data has been trending downward for the past 3 years (all subjects)
- Behavior data shows that we are getting more intense behaviors that require intensive intervention and take away from instructional time
- As a campus, we have a percentage of teachers who are struggling with basic classroom management procedures

What is the impact of the trends?

- More pressure is being put on teachers to perform, which affects the emotional stability and anxiety levels of our teachers
- Classroom management taking away from instructional time and creating patterns that are becoming larger behavior issues
- Morale is trending downward due to low data and is impacting daily instruction
- Our teachers who can retire are retiring as soon as they can, instead of staying an extra couple of years

What other insights does the data reveal?

- We have to find concrete ways to improve morale and intrinsic motivation in order to shift the mindset of the building.
- We need to share data highlights as a campus as soon as they happen, so teachers feel more appreciated.

- It is time to make a change instructionally in order to show and track student growth (PLCs, data conversations, student tracking)

What problem statements have been identified?

- Students need to be moving from the approaches to meets in tested grades
- We need to focus on every child grows, but the emphasis must be on our meets kids

\*\*STAAR data, surveys, parent involvement data, on data suite data can be found in our CNA binder.

# Demographics

## Demographics Summary

Edgemere is located in Hale county and is currently serving approximately 430 students from PK - 5. According to OnData Suite in 2018-19, our campus was made up 78% hispanic, 12% white, 7% African American, 0.2% Asian, 0.2% American Indian, and 0.2% native Hawaiian. 81% of our students are considered economically disadvantaged. We have 47 special education students, 89 gifted and talented, and 13 limited English proficient learners. Our average daily attendance was 95%.

## Demographics Strengths

Edgemere has a diverse population of learners - high, middle, and low socioeconomic students, EL students, special education students and GT students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a need for improvement for all core content areas on STAAR 3-5 for all students including specific populations of Economically Disadvantaged, SPED, and EL. **Root Cause:** Identified students that lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary and comprehension.

# Student Achievement

## Student Achievement Summary

Gd	Subject	Campus			District			Region			State		
		A	Me	Ma	A	Me	Ma	A	Me	Ma	A	Me	Ma
3	M	59	20	13	67	33	15	78	45	22	78	47	24
	R	49	23	13	69	31	11	79	32	23	76	44	28
4	M	88	55	34	76	44	25	73	41	23	74	46	28
	R	73	36	14	70	33	15	71	37	18	74	43	22
	W	51	16	1	58	21	5	59	25	6	65	33	10
5	M	75	51	36	77	47	28	83	53	34	83	56	36
	R	72	53	19	67	40	19	73	45	23	77	51	29
	S	72	51	20	67	44	22	73	46	21	74	48	23

## Student Achievement Strengths

- All grade levels are doing Curriculum Based Assessments (CBA's) and letting the data guide their interventions.
- Professional learning communities meet weekly and are data driven
- Our special education department has moved toward an inclusion model
- Academic adjustment is used to meet the needs of our student that need additional help over the inclusion model
- Progress monitoring is happening frequently at the lower levels
- Edgemere had an overall rating of an 82 for the 2018-2019 school year
- Edgemere had an overall rating of an 86 on school progress for the 2018-2019 school year
- We received two distinctions: Academic Achievement in math and Top 25%: Comparative Academic Growth

STAAR Results based on student growth:

- Our 2019 4th graders grew 22% in math and 9% in reading from 2018 to 2019
- Our 2019 4th graders outperformed the district in math on A, ME, and MA
- Our 2019 5th graders grew 15% in math and 16% in reading from 2018 to 2019

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Only 35% of all students met the target for ELAR STAAR (goal was 44%) and only 27% of all economically disadvantaged students met the target for ELAR STAAR (goal was 33%) **Root Cause:** Teachers do not have a clear understanding of guided reading instruction, progress monitoring and remediation and have not fully used the resources available to them to plan suitable instruction for economically disadvantage students

**Problem Statement 2:** Only 43% of all students met the target for Math STAAR (goal was 46%) and only 34% of all economically disadvantaged students met the target for ELAR STAAR (goal was 36%) **Root Cause:** Teachers do not have a clear understanding of the TEKS and have not consistently and fully used the resources available to them to plan appropriate instruction for economically disadvantage students

# School Culture and Climate

## School Culture and Climate Summary

Edgemere Elementary has a positive school climate. Even though the school has experienced a high level of change, staff members continue to work together and help new team members. We have an extremely strong and supportive PTO where parents are involved in the school. The parents feel comfortable to communicate with administration and staff both celebrations and concerns. Parents and staff work together to grow our learners.

Student are accepting our students with disabilities and hard ships.

Parents report that they love Edgemere and feel safe being at our school.

## School Culture and Climate Strengths

- EM has aligned planning periods by grade level so that teachers have the opportunity to collaborate in a Professional Learning Community each week.
- EM continues to use PBIS (Positive Behavioral Interventions & Supports) which has reduced the number of discipline referrals and provided a better system to monitor the hallways.
- The purchase of grade level walkie talkies has improved communication with the office and grade levels when needed.
- The call out system has been extremely helpful in providing communication with parents about important dates and reminders.
- EM has cameras in each hallway and monitors in the office so that the building can be viewed by office personnel at all times. We also have automated door locks/unlocks for the office staff to preview visitors before allowing them entry.
- There is a CPI team that is trained each year to know how to deal with students who have aggressive behaviors.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Not every person has a two way communication radio in case of emergencies. **Root Cause:** Our building is not equipped with two way communication.

**Problem Statement 2:** Edgemere lacks safety equipment for staff to used during pick up and arrival **Root Cause:** Passenger car traffic was routed away from bus traffic and new safety equipment is needed.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The EM staff is committed to the improvement of academic achievement of all students. All staff are committed to growing students 10 points.

Last year 11 certified staff left (3 retired, 1 went to a charter school, 2 relocated to a new area, 3 left for a shorter commute, and 2 went to other districts). 8 of the new staff members are brand new to teaching with 7 in the process of getting certified and 1 is a long term sub. We also have a new counselor, secretary, attendance clerk, assistant principal and 6 new paras.

We currently have 21 classroom teachers pk-5. We also have 1 dyslexia teacher, 1.5 Special Education teachers, 1 music teacher, 1 PE teacher, and 0.5 nurse. We have 5 SPED paras, 1 PE para, 1 computer para, 1 librarian para, 1 ISS para, and 2 kindergarten paras.

## Staff Quality, Recruitment, and Retention Strengths

This will be the first full year that the current principal has been at Edgemere, and she comes with 19 years of experience. We have EL teachers in Pre-K through 5th grade. We have a diversified staff – new teachers, experienced teachers, and a number of aides. 100% of our teachers have a bachelor degree and 18% have a master's degree. We have eight brand new teacher and six new paras this year. We also have a long term sub who plans to pursue her degree.

26% of our teachers have taught 1-5 years, 15% have taught 6-10 years, 38% have taught 11-20 years, and 21% have taught more than 20 years. 92% of our teachers are female, with only 2 male teachers on campus. We have 17 teachers who are anglo and 8 teachers who are hispanic, and 1 that is African American.

Summary of Strengths:

Staff have created mentors to help support the new teachers. Staff talk about working to get to maintain the positive atmosphere and how they loved working with the students.

Staff is divided into tiers for evaluations. the tier determines if they have a full T-TESS or just walk throughs.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Not all of our staff are highly qualified. **Root Cause:** There are no suitable applicants so new staff members have to complete their

alternative certifications as a long term sub needs to continue to seek certification.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

EM has implemented the TEKS Resource System for the past seven years. TEKS Resource System is a curriculum management system which provides a guaranteed and viable curriculum for every student. EM teachers utilize the vertical alignment documents, TEKS verification documents, and the standard scope and sequence. Teachers are working hard to provide instruction at the required rigor and complexity as dictated in the TEKS, assessments that show evidence of student attainment of identified standards, and high quality instruction that increases student performance. Grades K-5 are using the TEKS Resource System.

Implementation of the curriculum is accomplished through the work of the campus and district PLCs (Professional Learning Communities) that include the entire grade level in the planning, preparation, and evaluation of instructional lessons and assessments. They are also monitored through informal walk-throughs and conversations with the principal and assistant principal. Weekly grade level meetings with the principal and assistant principal invite conversation and dialogue about teaching and learning.

Balanced Literacy is being used in all classrooms. Students are being provided small group instruction in reading at the students' reading level determined by the DRA testing done three times per year – Beginning of the year, middle of the year, and end of year.

## Curriculum, Instruction, and Assessment Strengths

- Grade Levels vertically align instruction with the use of the Vertical Alignment Document in the TEKS Resource System.
- All grade levels are implementing Balanced Literacy.
- Students are tracking their data and are aware of what they need to score to reach a goal to stretch students 10 points.
- District wide curriculum based assessments are given throughout the year to track growth of students.
- PBIS is implemented across campus. Students know the expectations for behavior.
- All kinder and first grade students were screened with DIBELS to determine which students may need dyslexia services.

# Parent and Community Engagement

## Parent and Community Engagement Summary

EM has great parental involvement. Parents have the opportunity to be involved in PTO, parent conferences, volunteer opportunities, and communication with parents on a daily basis through the folder system established on campus. All parents are contacted at the end of the first six weeks for a parent conference concerning their student. Throughout the year, other parent/teacher conferences are scheduled as needed.

Several partnerships are made with local organizations to benefit our students. The Plainview Lion's Club gives a book to every 1st grader in our school. The Rotary Club gives a dictionary to every 3rd grader in our school. Wells Fargo Bank has partnered with us to provide a meal on Back To School Night. We also host a Thanksgiving Family Lunch time, Christmas Program in December and Texas Public schools Week activities. We have a book fair, STAAR night, Math Night and Reading Night.

A parent involvement survey is given to parents each year at registration and Meet the Teacher. From these surveys, we make changes based on recommendations. EM parents feel very positively about our school.

Parents are kept up to date on activities by several ways: parent newsletters, school Facebook page, DOJO and the call out messenger system.

## Parent and Community Engagement Strengths

Based on surveys, EM parents feel that their child is safe at school and understand campus procedures. The school provides information on assessments and strategies that can be done by both home and school. Our staff is welcoming. EM provides the opportunity for parent conferences at the end of the first six weeks. The school provides parents with their Skyward login information or assists in resetting their passwords when needed. Parents feel welcome to eat lunch with their child up on the stage or down on the main floor. Parents like DOJO, Facebook and the call out system to keep them informed of bad weather, changes in school schedule or reminders of events. Communication is given to parents in English and in Spanish.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Some parents do not attend activities. **Root Cause:** We need to provide alternative times and incentives for parents to participate in the evenings

# **School Context and Organization**

## **School Context and Organization Summary**

EM Campus Improvement Plan provides the school structure, and decision making processes. The campus handbook lays out specific information that create a prime learning opportunity for students. Daily operation procedures and expectations are easily accessible in the handbook.

## **School Context and Organization Strengths**

EM wants the community to know that “We are THAT School!” to imply that we will go above and beyond to grow students and make them successful. Professional Learning Communities are functioning at every grade level. Administrators are actively involved in PLC meetings. Grade levels and vertical teams are actively working together to find ways to grow their students.

# Technology

## Technology Summary

EM teachers have a teacher computer, projector, document camera, and 2-3 students desk top computers per classroom. In addition, IPADS, laptops and chromebooks are in

classrooms to provide additional computers for students to use for Istation, Imagine Math, Read n Quiz, and to be used for research.

## Technology Strengths

Classrooms have a teacher computer, 2-3 student computers, and IPADs, laptops and/or chromebooks for use daily. All classrooms have a projector in their classroom. Teachers have Ipads that can be used for instruction as well as document cameras.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all teacher use technology to support a solid first teach. **Root Cause:** Teachers need better tools to integrate technology into their first teach.

# 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data



- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS 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
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Edgemere will increase the percentage of economically disadvantaged students to the "meets" level on the STAAR Reading test by 6% and the STAAR Math test by 2% for all grades 3-5.**

**Performance Objective 1:** Edgemere will increase performance of economically disadvantaged students on the STAAR Reading assessment by 6%.

**Evaluation Data Source(s) 1:** Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and 2020 STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	More students will be performing on grade level.				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Provide technology tools and online access to classrooms.</p>	2.4, 2.5, 2.6	Classroom Teachers	Data shows that students are improving.				
<p>3) Build a foundation of reading and math. Recruit, support, and retain teachers and campus admin</p>	2.4, 2.6	Classroom teachers Campus Admin	Teachers receive new strategies to teach at a higher level. Admin stays current on best practices for teachers.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Provide uninterrupted planning times for literacy</p>	2.4	Classroom teachers	Lesson that have been planned based on the depth and rigor of the specific TEK and afterwards lessons will be based on student data and needs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 5) Purchase supplemental instructional materials for students who are struggling/at risk	2.4, 2.5, 2.6	Classroom teachers	Student growth on BM, CBA's, STAAR and DRA.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 6) Focus on growth with our Economically Disadvantaged, SPED, EL and 504 students in PLC meetings	2.4, 2.6	Admin PLCs	PLC minutes				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Edgemere will increase the percentage of economically disadvantaged students to the "meets" level on the STAAR Reading test by 6% and the STAAR Math test by 2% for all grades 3-5.

**Performance Objective 2:** The campus will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111 (c)(2)) to meet the challenging state academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards. [ESSA P.L. 114-95 Section 1114(b)(7)(A)(i-iii)]

**Evaluation Data Source(s) 2: DRA**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counseling services will be used to address the need of students: counseling, school-based mental health programs, specialized instructional support services, mentoring services and other strategies to improve student skill outside of the academic areas	2.4, 2.6	Counselor	Well rounded students				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Goal 2: Edgemere will increase the growth target of 64% by 3% for economically disadvantaged students on the STAAR Reading test for grades 4-5.

**Performance Objective 1:** Based on STAAR reading results, the number of students who achieve growth in 4th and 5th grades will increase based on STAAR 2020 performance measures.

**Evaluation Data Source(s) 1:** Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and 2020 STAAR

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Set goals with all students to make sure that they know what is expected of them on the STAAR. They will create a goal to stretch themselves by an additional 10 points.	2.4, 2.5, 2.6	Teachers	Students are aware of their goals and growth				
2) 2) Staff will use district data views to track and monitor student progress.	2.4, 2.5, 2.6	Admin Teachers	Staff should regularly monitor student data				

= Accomplished   
 = Continue/Modify   
 = No Progress   
 = Discontinue

### Goal 3: Increase opportunities for parents to be involved with their child's education by having at least one additional academic parent meeting.

**Performance Objective 1:** Increase parent meeting by one

**Evaluation Data Source(s) 1:** sign in sheets

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Encourage parents to participate in their child's school activities and parent conferences.	3.1, 3.2	Principal Classroom teachers	increase academic success				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							













## Goal 4: Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.

**Performance Objective 1:** District and campus leadership will create and administer a pre and post survey that shows growth and the understanding of campus leadership roles.

**Evaluation Data Source(s) 1:** Pre and Post staff surveys will be generated and evaluated.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 1) Create and provide staff survey to evaluate current understanding of campus leadership roles.	2.5	principal	Staff will better understand leadership roles				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 2) Principal and assistant principal will meet with advisor to list campus initiatives.	2.5	Principal Assistant principal Principal supervisor	Compile campus initiatives				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 3) Campus admin will meet with district staff to define campus roles for each initiative.	2.5	Principal Assistant principal District staff	Defined roles for each initiative				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 4) List and create a set of roles and responsibilities for each campus leader	2.5	Principal Assistant principal Principal supervisor	List of roles and responsibilities for campus leaders				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy ESF Levers</b> Lever 1: Strong School Leadership and Planning 5) Use survey feedback and to implement roles in a timely fashion  Sept- Dec admin/counselor  Jan-May teacher leaders	2.5	Principal Assistant principal Counselor Teacher leaders	Receive feedback from survey				
<b>Additional Targeted Support Strategy ESF Levers</b> Lever 1: Strong School Leadership and Planning 6) Create and provide staff a post survey to evaluate growth in current understanding of campus leadership roles	2.5	Principal Assistant principal Teacher leaders Principal supervisor	Understanding of roles will be evaluated.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							



**Goal 5: Campus instructional leaders will review lesson plans for alignment to the standards, the scope and sequence, and the expected level of rigor , and provide teachers with feedback and lesson planning support.**

**Performance Objective 1:** Campus instructional leaders will review lesson plans and provide feedback.

**Evaluation Data Source(s) 1:** Lesson plans in forethought

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 1) Lesson plan feedback will be given weekly on content and language objectives (C1)	2.4, 2.5, 2.6	Principal Assistant principal	Improve lesson planning quality				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 2) Lesson plans will be submitted into Forethought weekly before beginning of school week (C2).	2.4, 2.5, 2.6	Principal Assistant Principal	Improve quality of classroom instruction.				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 3) Teachers will be tiered based on lesson plan quality and delivery of instruction in the classroom (C2)	2.4, 2.5, 2.6	Principal Assistant principal	Improve quality of lesson plans and classroom instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 4) Lesson plans will include time allotments and opening activities and feedback will be given (C2).	2.4, 2.5, 2.6	Principal Assistant principal	Improve quality of lesson plans and classroom instruction.				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 5) Lesson plans should include differentiation for student groups (C3).	2.4, 2.5, 2.6	Principal Assistant Principal	Improve quality of lesson plan and classroom instruction.				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 6) Lesson plans should include daily formative assessments (C3).	2.4, 2.5, 2.6	Principal Assistant principal	Improve quality of lesson plans and classroom instruction.				
<b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 7) Weekly feedback will be provided over the sections of the lesson plan designated in ESF 5.1 (C3).	2.4, 2.5, 2.6	Principal Assistant principal	Improve quality of lesson plan and classroom instruction.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# State Compensatory

## Budget for Edgemere Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6117-05-103-0-30-036	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$6,000.00
199-11-6118-05-103-0-30-036	6118 Extra Duty Stipend - Locally Defined	\$3,600.00
211-11-6119-00-103-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$110,628.00
199-11-6122-05-103-0-30-036	6122 Salaries or Wages for Substitute Support Personnel	\$3,250.00
199-11-6129-00-103-0-30-000	6129 Salaries or Wages for Support Personnel	\$140,587.00
199-11-6129-00-103-0-34-000	6129 Salaries or Wages for Support Personnel	\$21,602.00
199-12-6129-00-103-0-30-000	6129 Salaries or Wages for Support Personnel	\$22,588.00
199-11-6141-00-103-0-30-000	6141 Social Security/Medicare	\$2,038.00
199-11-6141-00-103-0-34-000	6141 Social Security/Medicare	\$313.00
199-11-6141-05-103-0-30-036	6141 Social Security/Medicare	\$52.20
199-12-6141-00-103-0-30-000	6141 Social Security/Medicare	\$328.00
211-11-6141-00-103-9-30-000	6141 Social Security/Medicare	\$1,604.00
199-11-6142-00-103-0-30-000	6142 Group Health and Life Insurance	\$10,230.00
199-11-6142-00-103-0-34-000	6142 Group Health and Life Insurance	\$4,092.00
211-11-6142-00-103-9-30-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-103-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,317.00
199-11-6144-00-103-0-34-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,739.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199-12-6144-00-103-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,818.00
199-11-6146-00-103-0-30-000	6146 Teacher Retirement/TRS Care	\$3,162.00
199-11-6146-00-103-0-34-000	6146 Teacher Retirement/TRS Care	\$486.00
199-12-6146-00-103-0-30-000	6146 Teacher Retirement/TRS Care	\$508.00
211-11-6146-00-103-9-30-000	6146 Teacher Retirement/TRS Care	\$11,145.00
199-11-6147-00-103-0-30-000	6148 Employee Benefits - Locally Defined	\$36.00
199-11-6147-00-103-0-34-000	6148 Employee Benefits - Locally Defined	\$6.00
199-12-6147-00-103-0-30-000	6148 Employee Benefits - Locally Defined	\$6.00
211-11-6147-00-103-9-30-000	6148 Employee Benefits - Locally Defined	\$12.00
<b>6100 Subtotal:</b>		<b>\$365,331.20</b>
<b>6200 Professional and Contracted Services</b>		
211-13-6239-00-103-9-30-000	6239 ESC Services	\$2,400.00
211-13-6291-00-103-9-30-000	6291 Consulting Services	\$2,109.00
<b>6200 Subtotal:</b>		<b>\$4,509.00</b>
<b>6300 Supplies and Services</b>		
211-13-6329-00-103-9-30-999	6329 Reading Materials	\$420.00
211-61-6329-00-103-9-30-000	6329 Reading Materials	\$250.00
211-11-6399-00-103-9-30-000	6399 General Supplies	\$4,442.00
211-11-6399-00-103-9-30-066	6399 General Supplies	\$16,299.00
211-11-6399-00-103-9-30-170	6399 General Supplies	\$1,650.00
211-11-6399-00-103-9-30-999	6399 General Supplies	\$700.00
211-61-6399-00-103-9-30-000	6399 General Supplies	\$408.00
<b>6300 Subtotal:</b>		<b>\$24,169.00</b>
<b>6400 Other Operating Costs</b>		
211-13-6411-00-103-9-30-000	6411 Employee Travel	\$1,500.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
211-61-6499-00-103-9-30-000	6499 Miscellaneous Operating Costs	\$1,000.00
<b>6400 Subtotal:</b>		<b>\$2,500.00</b>



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelita Garcia	Paraprofessional	SCE	.50
Christie McClain	Paraprofessional	SCE	1.00
Jane Hobgood	Paraprofessional	SCE	1.00
Lacy Kerbo	Paraprofessional	SCE	1.00
Lacy Kerbo	Paraprofessional	SCE	1.00
Logan Edwards	Paraprofessional	SCE	1.00
Melody Rockwell	Teacher/Dyslexia	Title I	1.00
Patricia Sierra	Paraprofessional	SCE	1.00
Sylvia Luera	Paraprofessional	SEC	.50
Tammy Baker	Teacher	Title I	1.00