

Taylor Independent School District
T.H. Johnson Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Taylor ISD Mission

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

Vision

Intentionally Empowering the Whole Child

Value Statement

In Taylor ISD, We Believe...

...EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

...families are partners who will be informed and supported in the educational process to help students discover their unique potential.

...our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

...our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

...the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

...the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 4
 - School Culture and Climate 6
 - Staff Quality, Recruitment, and Retention 7
 - Curriculum, Instruction, and Assessment 8
 - Parent and Community Engagement 9
 - School Context and Organization 10
 - Technology 11
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 14
 - Goal 1: Excellence in student outcomes. 15
 - Goal 2: Exceptional workplace climate. 22
 - Goal 3: Quality customer service. 24
 - Goal 4: Efficient financial stewardship. 27
 - Goal 5: Safety in schools. 28
- Title I Personnel 29
- Campus Funding Summary 30

Comprehensive Needs Assessment

Revised/Approved: June 14, 2022

Demographics

Demographics Summary

T.H. Johnson Elementary has a total enrollment of 362 students. The school is a Pre-Kindergarten and Kindergarten campus, with a student population consisting of: 0.28% Asian, 6% African American, 69% Hispanic, 20% Anglo, 0.28% American Indian or Alaska Native, and 4% Two or More Races. 84% of the student population is in regular education and 8% currently qualify for Special Education services. 0% of the school population is migrant students. The beginning of the year coding process for English Learners and Economically Disadvantaged students is not complete yet. T.H. Johnson Elementary qualifies as a school wide Title 1 campus. Title 1 funds, as well as all other federal and state funds are supplemental to other funds available to T.H. Johnson Elementary.

While the percentage of students in Special Education appears to have declined from last year, this number represents the number of students in Special Education at the beginning of the year as opposed to the end of the year. In Pre-K and Kinder, many students will be referred for and qualify for Special Education services throughout the year -- especially Speech services.

Demographics Strengths

T.H. Johnson provides Pre-Kindergarten for 4-year old's to 112 students. In addition to providing free Pre-K for those who qualify, we also offer tuition-based Pre-K.

We also provide Pre-Kindergarten for 3-year old's to 19 students in half-day sessions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students attending Pre-K has declined over the last 2 years. **Root Cause:** Family concerns over Covid.

Student Achievement

Student Achievement Summary

THJ NWEA SCORES

2020-2021

MAP Growth (Kinder only)

Reading	Students Tested	On Grade- LEVEL BOY	Percent	Students Tested	On Grade- LEVEL MOY	Percent	Students Tested	On Grade- LEVEL EOY	Percent
Kinder	*			141	123	87%	149	113	76%
(Spanish)	*			22	20	91%	22	14	64%

Math	Students Tested	On Grade- LEVEL BOY	Percent	Students Tested	On Grade- LEVEL MOY	Percent	Students Tested	On Grade- LEVEL EOY	Percent
Kinder	*			160	125	78%	173	129	75%

*Kinder did not complete the MAP Growth test BOY. Instead we completed TX-KEA.

**Personal reflection: This table provides a snapshot of the data. Another measure that would be worth tracking would be comparing “projected growth” v. “observed growth” utilizing the RIT scores.

General Statements that highlight growth

MAP Growth: MATH

Kinder: The mean RIT score went up from 151-156 (157 is the 2020 mean student achievement norm for EOY for math)

MAP Growth: READING

Kinder: The mean RIT score went up from 148-151 (153 is the 2020 mean student achievement norm for EOY for reading)

How was it used to guide instruction:

MAP Growth Reading and Math (Kinder only) -

Unfortunately, with the MAP Growth test first being administered in the Winter, the opportunity for staff development regarding how to utilize the student data was missed due to several unfortunate circumstances that occurred in the first few months of 2021. Additionally, the processes for tracking student progress and identifying Tiered intervention needs were already in place utilizing other data sources. The Spring/EOY data was used to complete the Reading Difficulties screener (Dyslexia screener). After reviewing the data at the end of the year, I believe there is potential to utilize it to guide instruction. However, staff will need to be provided with professional development and clear guidelines at the appropriate time.

Reading Fluency (Pre-K and Kinder) -

Kinder - Reading Fluency data was utilized as a reference when completing the Reading Difficulties screener

Pre-K - The value of the Reading Fluency data in Pre-K is questionable. The results are general and overall show high levels of success among the students. We also utilize teacher checklist/CBA data and the Circle assessment to gather much of the same information, and the results of these other assessments are more actionable.

Student Achievement Strengths

The 2020-2021 school year saw mostly declines in the percentages of students performing on grade level. Additionally, the tools used to assess student progress, the MAP tests and TxKEA in particular, did not provide easily actionable data especially in the context of remote learning and quarantining classes.

For the 2021-2022 school year, Taylor ISD is moving toward better and more aligned assessments -- mCLASS Texas for reading and Star Renaissance Star 360 for math. We at THJ look forward to utilizing the data and being the first data point for our littlest ducks.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading and math assessment data showed declines in student performance. **Root Cause:** Remote learning and class quarantining created gaps in student learning.

School Culture and Climate

School Culture and Climate Summary

T.H. Johnson Elementary strives to create a positive school culture for all stakeholders. At THJ, we are working hard to be positive, forward-thinking, and growth-mindset oriented. Our Campus Leadership Team is the key decision-making body at our school. Gathering input from all stakeholders, our Campus Leadership team both forges the vision of the campus and provides coaching and support to staff members as we work to continuously build capacity and strengthen our campus climate and culture.

School Culture and Climate Strengths

At THJ, there is a focus on the social-emotional needs of our students. We are working to implement the tenets of Conscious Discipline which shifts the focus on behavior from a "Rewards and Punishment" approach to a child-centered approach that sees behavior and conflict as a learning opportunity intended for growth. The intent is to understand how internal emotional states dictate behavior and to build connections by creating a culture of compassion within the School Family -- both school-wide and in each classroom. Students hear common language related to positive behavior and expectations.

With the help of the Positive Behavior Intervention and Support (PBIS) Committee, both school-wide and classroom systems are designed and modeled and teacher and student needs are met. Additionally, the ideals of Conscious Discipline are expressed and supported to both faculty and students by this committee.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Opportunities for teacher input have been limited and school-wide systems have been inconsistently implemented. **Root Cause:** With the onset of Covid, committee meetings were put on hold leading to limited opportunity for campus input related to school culture and climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

T.H. Johnson Elementary strives to create a campus culture that encourages teacher retention by providing supports for all teachers.

Staff Quality, Recruitment, and Retention Strengths

Teachers work together in small groups and as a team to plan engaging lessons and collaborate about best practices.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: THJ needs to develop campus instructional leaders with clear roles and responsibilities. **Root Cause:** Much of the staff at tTHJ are Early Childhood experts in their specific area of responsibility. Organizing opportunities for leadership and defining roles and responsibilities within grade levels needs to be provided.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

T.H. Johnson provides a guaranteed and viable curriculum through the Pre-K Guidelines and the Kindergarten TEKS Resource System.

Pre-K classes maintain a 10:1 ratio. Kinder classes are kept at 22:1 or lower.

Teachers use data from common assessments and formative assessments to drive instruction and determine interventions.

Teachers meet weekly in planning pods and as a team to create engaging lessons. Teachers also meet weekly in PLC to collaborate on interventions and best practices.

Pre-K teachers utilize the CLI Engage CIRCLE assessment/universal screener. Kindergarten utilizes mCLASS Texas for Reading (at BOY, MOY, and EOY) and Renaissance Star 360 for Math (at EOY) as an assessment tool and universal screener.

Curriculum, Instruction, and Assessment Strengths

The assessment and intervention process has become more streamlined this year as a result of shifting to these assessments/universal screeners. Teachers are able to access and utilize actionable data to make instructional decisions for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need the data, time, and opportunity to plan for and implement data-driven instruction. **Root Cause:** Previously used testing measures were difficult to understand and utilize.

Parent and Community Engagement

Parent and Community Engagement Summary

TH Johnson provides many opportunities throughout the school year for parents to be involved with their child at the school (Meet the Teacher, Classroom 101, Reading Night, Math/Science Night, Christmas Around the World, Grandparents Day, Career Day, Field Day, Thanksgiving Lunch, awards ceremonies, classroom events, data meetings, and more).

Parents are encouraged to volunteer in the classrooms and with events on campus. Students take books home to read nightly with their parents. The counselor sends home monthly newsletters with activities for parents to do with their child.

The Parent Teacher Organization is active and organizes a variety of events for families throughout the school year (for example: a Bubble run, dances, movie nights, and game nights).

Parent and Community Engagement Strengths

T.H. Johnson provides many opportunities for parents to be involved with their child both at school and home.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is limited. **Root Cause:** Many parents only have students at THJ for 1-2 years because of the stacked campuses.

School Context and Organization

School Context and Organization Summary

T.H. Johnson is the Pre-K and Kindergarten campus for Taylor ISD serving all 3, 4, 5, and 6 year olds for the district. As the early childhood campus for the district, we can provide targeted professional development for teachers focusing on best practices for young learners.

School Context and Organization Strengths

The interventionist at T.H. Johnson is a veteran early childhood educator who is able to provide quality Tier 3 instruction to students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Transitions between elementary schools can create obstacles for students and interruptions in services and learning. **Root Cause:** There has historically been a lack of vertical alignment between the campuses.

Technology

Technology Summary

T.H. Johnson strives to provide a variety of learning opportunities for young students incorporating both hands-on learning and the use of technology.

Technology Strengths

Each classroom at THJ has a Mimio (interactive whiteboard), Elmo (document camera), a class-set of iPads, 2 classroom computers, CD players for audio books, and an Apple TV.

Each grade level has a dedicated computer lab with 20-22 Mac computers.

Problem Statements Identifying Technology Needs

Problem Statement 1: THJ lacks a high-quality, age-appropriate technology tool to deliver effective and engaging academic practice that is tailored to student needs. **Root Cause:** While many programs of this nature abound, there are few which are high-quality and age-appropriate for the early childhood student.

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

Student Data: Assessments

- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Professional development needs assessment data

Goals

Goal 1: Excellence in student outcomes.

Performance Objective 1: Improve mClass reading scores in Kindergarten and 1st grade by improving Tier 1 literacy instruction in Kindergarten and 1st grade by implementing the Science of Teaching Reading strategies which will be accomplished by utilizing the TISD Literacy framework and TISD Aligned Curriculum in all Kindergarten and 1st grade classrooms. Improve Tier 1 literacy instruction in PreK by implementing with fidelity the Scholastic PreK On My Way curriculum.

Evaluation Data Sources: EOY mCLASS Texas data for Kinder and 1st grade
For Pre-K, utilize BOY mCLASS Texas data from Kinder to assess Kindergarten readiness

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundations phonics training for all 1st grade, Kindergarten, and Pre-K teachers. Strategy's Expected Result/Impact: Increased reading scores on summative assessments Staff Responsible for Monitoring: Principal CLT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science of Teaching Reading-based small group reading instruction training for all teachers Strategy's Expected Result/Impact: Improved reading scores on the mClass assessment in Kinder and 1st grade. Staff Responsible for Monitoring: Principal, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and implement a quality materials and technology-based reading and math support programs that allow for differentiation for all students</p> <p>Strategy's Expected Result/Impact: Increased reading and math ability in Pre-K and Kindergarten</p> <p>Staff Responsible for Monitoring: Principal CLT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Excellence in student outcomes.

Performance Objective 2: Continue to implement and improve the PLC process by conducting weekly Professional Learning Community (PLC) Meetings to track data, collaborate, and identify best practices for improving student learning.

Evaluation Data Sources: Pre-K Circle assessment
 Kinder and 1st grade mCLASS Dibels data
 Grade level CBA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop collaborative grade level PLC teams at Pre-K and Kinder that meet weekly to discuss data, best practices for improved instruction, and plan for interventions.</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Common Formative Assessments CBAs each 9 weeks Essential Standards data</p> <p>Campus Principal and CLT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Interventionist will collaborate with teachers through the RTI process to provide strategic interventions for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: RTI data Progress Monitoring</p> <p>Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Excellence in student outcomes.

Performance Objective 3: Implement targeted Tier 2 and Tier 3 intervention for all students.

Evaluation Data Sources: Pre-K Circle assessment
Kinder and 1st grade mCLASS Dibels data
Grade level CBA data

Goal 1: Excellence in student outcomes.

Performance Objective 4: Maintain requirements for a Highly Qualified Pre-K Program at T.H. Johnson Elementary

Evaluation Data Sources: Campus self-assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: TISD Instructional Coaches will provide individual and grade level professional development and coaching on the implementation of the Pre-K Guidelines and best instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their instructional practices which will result in higher student learning.</p> <p>Staff Responsible for Monitoring: Coaching records</p> <p>Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: T.H. Johnson will partner with Head Start to provide quality Pre-K.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain 10:1 student:teacher ratio in Pre-K classes by adding an Instructional Aide in each class.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Oct	Jan	Mar	June

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 5: Improve student attendance rate from _____ to _____.

Evaluation Data Sources: Daily attendance data

Goal 1: Excellence in student outcomes.

Performance Objective 6: Maintain partnership with Headstart.

Evaluation Data Sources: Ongoing MOU with Headstart.

Goal 2: Exceptional workplace climate.

Performance Objective 1: Provide targeted professional development in order to support, develop, and retain staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Instructional Specialist will provide professional development and coaching to teachers on campus. Strategy's Expected Result/Impact: Improved instruction which results in improved student learning. Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade-level mentors will provide 1:1 mentoring for new-to-the profession and selected teachers. Strategy's Expected Result/Impact: Teachers will have the support they need to succeed in the classroom. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize a schedule of staff appreciation celebrations throughout the year to improve staff morale. Strategy's Expected Result/Impact: Improved staff morale. Staff Responsible for Monitoring: Campus Principal, CLT</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Exceptional workplace climate.

Performance Objective 2: Develop and implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Sources: Parent feedback/surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Fine Arts instruction (art and music instruction) for all students. Strategy's Expected Result/Impact: Increased student engagement. Staff Responsible for Monitoring: Campus principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Quality customer service.

Performance Objective 1: Provide differentiated opportunities to prepare students for a variety of future learning environments.

Evaluation Data Sources: Teacher lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide hands-on learning opportunities through classroom outdoor learning opportunities. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will incorporate free-choice centers daily for 30-45 minutes to provide opportunities for social skill development, language development, academic practice, and intervention. Strategy's Expected Result/Impact: Increased student achievement and improved social skills Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Transition Plans for school entry, Pre-K to Kinder, and Kinder to 1st Grade. Strategy's Expected Result/Impact: Minimize transition effects on students Staff Responsible for Monitoring: Campus Principal Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Quality customer service.

Performance Objective 2: Increase opportunities to engage parents and families in the school to promote academic success.

Evaluation Data Sources: Calendar
Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide volunteer opportunities for parents to be involved on campus. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 4.1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan literacy and STEM family engagement nights as well as Meet-the-Teacher, Parent Orientation, and PTO organized events (ie. Fall Fest and/or Bubble Run). Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Quality customer service.

Performance Objective 3: Create an accessible, developmentally-appropriate learning environment for our early-childhood learners.

Evaluation Data Sources: Stakeholder Survey Data

Goal 4: Efficient financial stewardship.

Performance Objective 1: Maintain a balanced budget.

Evaluation Data Sources: Budget review

Goal 5: Safety in schools.

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Strategy 1 Details	Reviews			
Strategy 1: Conduct annual/ongoing safety training with all staff Strategy's Expected Result/Impact: Safe and secure campus Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct required drills: fire (building evacuation); lockdown; lockout; shelter-in-place: severe weather, hazmat; and site evacuation. Strategy's Expected Result/Impact: Safe and secure campus Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinate and collaborate with District and Campus Emergency Response team to evaluate safety practices.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arabela Valladares	Bilingual Campus Parent Liason		
John Matthews	Parent Services Coordinator		

Campus Funding Summary

282 ESSER III-American Rescue Plan					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	2	1			\$0.00
Sub-Total					\$0.00