

GREEN ACRES ELEMENTARY

Campus Improvement Plan

2017/2018

Rise Up....No Opportunity Missed

GREEN ACRES ELEMENTARY

Mission

Green Acres Elementary will provide academic excellence through collaboration with students, parents, and the community.

Vision

Green Acres Elementary will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

Green Acres Elementary will provide staff development to achieve Academic Excellence for all students.

Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Green Acres Elementary will create and maintain a safe learning environment.

Nondiscrimination Notice

GREEN ACRES ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

GREEN ACRES ELEMENTARY Site Base

Name	Position
Barajas, Leslie	Certified Representative- Sp. Ed teacher
Bussard, James	District Representative
Cox, Andrea	Principal
Crownover, Nita	Business Representative
Downing, Shelly	Teacher
Gallegos, Mary Lou	Teacher
Guerra, Traci	Assistant Principal
Krebbs, Sherry	Parent
Lawler, Jacy	Teacher
Palser, Devin	Teacher
Smith, Karla	Community Representative
Torrez, Kelly	Teacher

TEXAS EDUCATION AGENCY

2017 Accountability Summary

GREEN ACRES EL (171901105) - DUMAS ISD

Accountability Rating

Met Standard

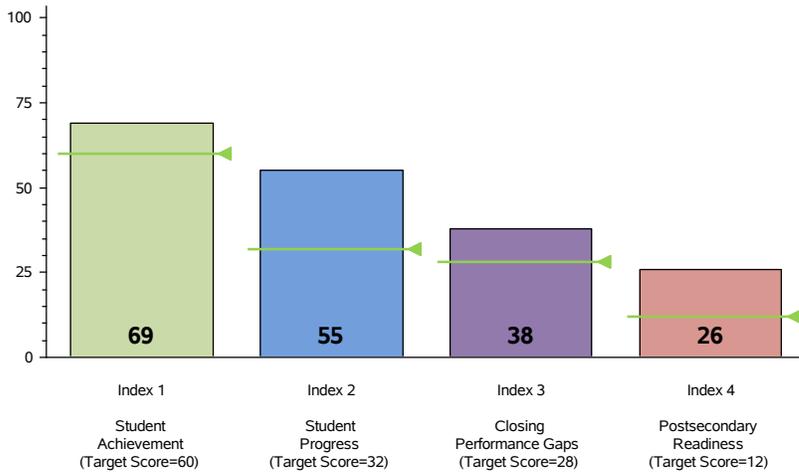
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NOT ELIGIBLE
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	503 Students
Grade Span	EE - 04
Percent Economically Disadvantaged	78.5
Percent English Language Learners	39.2
Mobility Rate	11.1
Percent Served by Special Education	6.4
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	281	405	69
2 - Student Progress	331	600	55
3 - Closing Performance Gaps	458	1,200	38
4 - Postsecondary Readiness			
STAAR Score	25.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		26

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	8 out of 11 = 73%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	16 out of 19 = 84%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Green Acres Elementary School is located in Dumas, TX. We are an urban school serving a minority community that is predominately Hispanic. The residents, for the most part are low income.

The school operates as a District of Innovation which serves Pre-Kindergarten through 4th grade students. Green Acres is a school-wide Title 1 program school. Classrooms are organized according to the appropriate guidelines for English Language Learners that take into consideration the language proficiencies of each student. Our instructional programs reflect the Texas Essential Knowledge and Skills Standards (TEKS).

Green Acres Pre-Kindergarten through 4th Grade programs service nearly 500 students of which 78% are Hispanic, 14% Anglo, 2% African American, 3% Asian and 1% Other and about 1% of the students are considered migrant. Our economically disadvantaged percentage is 82%, and 36% are limited English proficient. 79% of our students receive free/reduced price meals under the Federal School Lunch program. The School Readiness Language Development Program (pre-kindergarten) services 44 additional students on our school campus.

The current faculty is made up of 26 general education teachers, 2 Special Education Teachers, 2 Reading Recovery Teachers, 1 ESL Teacher, and 2 Instructional Coaches. The faculty also includes a full time nurse, a part time Speech Therapist, a part time Counselor, 10 certified classroom assistants, 1 office manager and an assistant office manager. The school's administration is composed of a Principal and Assistant Principal.

Green Acres requires parents to attend a formal parent-teacher conference where they receive face-to-face progress reports from the teacher and have the opportunity to review STAAR assessment data. Parents are encouraged to request conferences any time they see the need and to make unannounced visitations to their child's classroom. The main structure for governance at Green Acres is through the Campus Leadership Team (CLT) that receives regular input from a number of other committees for other events.

Demographics Weaknesses

Demographics Needs

- Green Acres needs parent support in making education a top priority for our students.

Comprehensive Needs Assessment

Demographics Needs (Continued)

- Green Acres needs to provide training to teach parents how to help their children with their studies at home.

Demographics Summary

- Because of the cultural differences, some parents lack education and therefore do not think education is a top priority for their children and/or lack the ability to help their children at home.
- Green Acres needs to support their parents in these specific categories and provide training.

Student Achievement

Student Achievement Strengths

In order to address the needs of all students including, students with disabilities, English Language Learners, Standard English Learners, students of poverty and gifted students Green Acres has a sound instructional core program where the focus is on rigorous standards based classroom teaching. In addition to standards based teaching, inclusion and pull out intervention programs are accessible to students. Local-developed criterion-referenced assessments that align to the district curriculum provide one source of data for guiding instructional decisions and intervention support. They point the direction for how to continuously improve our instruction and help students with their learning. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student acquisition of foundational skills. Early, intensive interventions are provided for students not progressing toward meeting grade level standards. Response to Intervention (RtI) is the framework used for rigorous intervention. RtI is a student centered, multi-tiered framework that maintains the focus on the academic and behavior needs of all students. It is maintained that with this approach there is academic, as well as behavioral progress, in all students.

Green Acres has a Section 504 Team to assist students with disabilities that require accommodations in order to access the general educational program. The 504 Team conducts evaluations to determine which students meets the criteria under federal law.

Other significant instructional and intervention programs include the Gifted and Talented program, Growing Achievers Reading Academy, Growing Achievers Math Academy, Reading Recovery, Phonics Program, Accelerated Reading, Think Through Math, Lexia, DyNed, and small group tutoring. Renaissance Learning is used to monitor and assess achievement and growth.

Our teachers encourage and challenge students to meet their full potential and demonstrate exemplary performance in reading, writing and math. Dumas ISD and Green Acres Elementary will continue to focus on data analysis processes including gap analysis and in process measures to provide the bases for standardization and improvement.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Student Achievement Needs

- Green Acres needs staff development opportunities for all personnel to meet the diverse needs of students (Special Ed, LEP, GT, and at-risk).
- Green Acres needs a sound math program for Rtl. Green Acres needs to improve students' academic and reading vocabulary.
- Green Acres needs to improve students' reading fluency and phonemic awareness.

Student Achievement Summary

- Green Acres is in need of staff development opportunities for all personnel to meet the diverse needs of students (Special Ed, LEP, GT, and at-risk), a sound math program for Rtl, improvement in students' academic and reading vocabulary, and improvement in students' reading fluency and phonemic awareness.

School Culture and Climate

School Culture and Climate Strengths

Green Acres includes grades pre-k through 4th grade and is organized by grade levels. We developed a motto of "RISE UP" which promotes Respect, Integrity, Supportive, Energy, Unity, and Passion. The entire school community (teachers, staff, parents and community) share accountability for the success of all students (academic, interpersonal, behavioral/social emotional, attendance, etc.).

School wide annual events include Back to School Night, Biscuits and Gravy with Grandparents, Donuts with Dads, Muffins with Moms, Valentines Dance, Family Movie Night, Christmas Open House, Christmas Caroling, Fall and Spring Book Fair, monthly grade level music performances, elementary track meet, and Field Day. Partnered with Moore Co. Water District and Moore Co. Ag District, our 4th grade participates in the Water Festival and Ag Day each year. Partnered with Moore Co. hospital and Fire Dept. our 1st and 2nd grade tour the Hospital and Fire Department as well.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Green Acres is a Title I school, we are dedicated to meet the specific needs of the children attending Green Acres Elementary School. Students at Green Acres receive breakfast and lunch through the district's Food Services Program. We utilize Cop Sync for safety in conjunction with the various safety drills, including severe weather drills, fire drills, lock down drills, and other crisis management drills. We utilize DISD police and other resources to provide staff training in crisis management and violence intervention.

High expectations of faculty are evident in all areas of the school. Green Acres sets well-defined behavioral standards to create a safe learning environment based upon high expectations. Dumas ISD has a mandated Standard of Dress for all students. Green Acres Elementary not only supports but enforces and regulates this Standard of Dress. We clearly communicate high expectations for discipline and student achievement. We communicate course content and grading expectations to our parents for every grade level and class.

School Culture and Climate Needs

- Green Acres needs to continue to teach good traits of character and citizenship.
- Green Acres needs to encourage students to set a goal to further their education after high school.
- Green Acres needs to continue to encourage RISE UP to improve student discipline, motivation and pride.

School Culture and Climate Summary

- Green Acres needs to continue to teach good traits of character and citizenship, to encourage students to set a goal to further their education after high school and to continue to encourage RISE UP to improve student discipline, motivation and pride.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Green Acres current faculty is made up of 35 certified staff members, 13 paraprofessionals, a Principal and Assistant Principal. Our PK-2 teachers and all 3rd and 4th English teachers are required to have their ESL certification. All of our certified teachers and paraprofessional are highly qualified. We have 1 Reading Instructional Coach and 1 Math Instructional Coach. These coaches work with our K-4th grade teachers and students.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

We have New Teacher Academy for our 1st year teachers and Second Year Teacher Academy for our returning 2nd year teachers to help them get the instruction, mentoring and support they need the first 2 years of their teaching career. This is a very attractive training for teachers and recruits many 1st year teachers from surrounding colleges. Green Acres supports our first and second year teachers with mentors that are their support system for growth and development. They help their mentees with professional development, cognitive coaching, best practices in peer classrooms and mentee partnerships.

The goal at Dumas ISD is to hire teachers certified in their subject area. Requirements at HR before being considered for a position include: degree, official transcripts, fingerprints, and service record if experienced. Paraprofessionals must be highly qualified or get highly qualified before employment. Dumas offers a competitive salary and benefits for educators as funds allow. The district consistently posts employment opportunities on the district webpage and offers an online application process for easy access.

Staff Quality, Recruitment and Retention Needs

- Green Acres needs to recruit and retain highly qualified teachers.

Staff Quality, Recruitment and Retention Summary

- Green Acres needs to develop strategies for recruiting and retaining highly qualified teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Green Acres focuses on instructional best practices, gap areas and the identification of root causes for the basis of improvement in instruction. Data driven decisions for improvement in curriculum and instruction are based on state and local assessments and campus walkthrough data.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Green Acres teachers and staff engage in collaboration through professional learning communities (PLC) to analyze and improve their classroom practices. Collaboration among teachers in each community on and across grade levels enable teachers to collectively plan the instructional programs, review achievement data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, plan instruction, develop formative assessments to monitor students' mastery of standards and/or use standardized student assessments which identify and determine achievement of all students. This collaboration enables teachers to learn from, and be supported by each other.

Green Acres teachers meet with the principal, assistant principal and/or instructional coaches every week during teaming or PLC's. Teachers have a planning day once per six weeks to desegregate data and plan instruction for the next six weeks period.

Assessment of student progress is an essential component of the curriculum, it shapes and informs instruction on an ongoing basis. Green Acres Elementary teachers use assessment data to monitor individual and groups of students' development and progress, make appropriate adjustments to their teaching, and to share the results of the assessments with parents, administrators and other staff. Formative assessments, summative assessments and standard based performance assessments are all reliable instruments which measure whether students have mastered an instructional objective and/or standard.

Curriculum, Instruction and Assessment Needs

- Green Acres needs staff development opportunities to assure understanding of curriculum, new TEKS, and ELPS.
- Green Acres needs to focus on phonics, fluency and academic vocabulary.

Curriculum, Instruction and Assessment Summary

- Green Acres needs staff development opportunities to assure understanding of curriculum, new TEKS and ELPS and needs to focus on phonics, fluency and academic vocabulary.

Family and Community Involvement

Family and Community Involvement Strengths

Green Acres is committed to the development and sustainability of family and community involvement at the campus level. We strive to achieve family and community partnerships that positively impact the success of all Green Acres students.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Green Acres has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parent conference where our teachers meet with EVERY parent after the 1st six weeks. We have community members join us for our morning assembly and give a "Character Talk" to our students. Our school has a program each month and encourages parents to attend and be involved with their child's education. We also have events like Biscuits and Gravy with Grandparents, Donuts with Dads, Muffins with Moms, Valentines Dance, Family Movie Night, and Christmas Open House to allow parents and family members to regularly interact and get involved as well. Communication is key to the effectiveness of all family and community involvement. Through the use of internal and external electronic and printed communication tools stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities students are more likely to receive common messages regarding the importance of school, collaboration, and partnerships.

Family and Community Involvement Needs

- Green Acres needs more Parent Involvement.
- Green Acres needs to promote parent contact by personal phone calls, parent conferences, and email as appropriate.
- Green Acres needs to provide an interpreter for meetings whenever necessary. Family and Community Involvement

Family and Community Involvement Summary

- Green Acres needs more Parent Involvement, we need to promote parent contact by personal phone calls, parent conferences, and email as appropriate. Green Acres also needs to provide an interpreter for meetings whenever necessary.

School Context and Organization

School Context and Organization Strengths

Context and Organization for Green Acres Elementary includes addressing data and parent/student feedback to support changes and improvements. The Campus

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Leadership Team (CLT) reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts. Green Acres Leadership Team (GLT) meetings provide communication concerning school safety, personnel issues, curriculum issues, and daily activities that need supervision and organization. Green Acres Administration develops class schedules in a way that maximizes instruction time. We have increased collaboration through PLC's at the campus level. Green Acres maintains a Response to Intervention (RtI) Team to provide intervention/strategies to address academic and/or behavioral concerns. We have restructured our Special Ed department so that our Special Ed. Teacher goes into our 4th grade classes as an "Inclusion" teacher and helps teach the class. This way our students with special needs spend their class time with non-special needs students.

Teachers, along with the Reading and Math Instructional Coaches, take on the responsibility for creating Formative Assessments. Effective communication is gained through Google calendar, Green Acres handbook on Google, and the weekly calendar. Green Acres celebrates and recognizes academic and student achievement with RISE UP awards and Brag Tags. Students, Parents, and Community members take pride in Green Acres.

School Context and Organization Needs

- Green Acres needs more communication between classroom teachers and special programs (such as ESL, Special ED).

School Context and Organization Summary

- Green Acres needs more communication between classroom teachers and special programs (such as ESL, Special ED).

Technology

Technology Strengths

Technology plays an important role in terms of what and how student learning takes place. At Green Acres and throughout the district, students are not only learning with technology, they are learning about technology. The instructional program is infused with technology in the delivery of instructional content and instructional practice.

Comprehensive Needs Assessment

Technology Strengths (Continued)

Green Acres has purchased new equipment for each classroom and our teachers have improved their technology skills.

Green Acres and Dumas ISD protects their students from computer misuse by publishing an Acceptable Use Policy for staff and students, filtering inappropriate internet content, and teaching internet safety as part of the technology curriculum. Green Acres and Dumas ISD has teamed with School Way and Twitter to provide better communication between school and home. They can be accessed on mobile devices and computers. We also have a special "Parent" section on the Dumas webpage with information about immunizations, school supplies, dress code, etc.

Technology Needs

- Green Acres needs more technology training.

Technology Summary

- Due to the fact that technology plays such an important role in how students learn and we are purchasing more equipment, Green Acres needs more training in technology.

Comprehensive Needs Assessment Data Sources

Accountability Results
Campus Schedules
Classroom Technology Needs
Community Demographics
Course/Class Assignments
Decision Making Processes
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
DMAC Assessment Data
Enrollment
Ethnicity
Focused Curriculum Guides
Highly Qualified Staff
Master Schedules
Mobility Rates
Parent and Community Survey
Parent Participation
Parental Involvement Policy
PEIMS Reports
PLC Data
Promotion/Retention Rates
Report Card Grades
Resource Allocations
SCE Policy
Special Program Participation
Special Student Populations
Staff Development
Staff Effectiveness and Student Achievement
Staff Mobility/Stability
Staff/Parents/Community/ Business members involved w/SBDM
State Assessment Data

Comprehensive Needs Assessment

Summary of Student Progress (not taking STAAR)

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

Teacher-Student Ratios

Technology Plan

TELPAS Results

Resources

Resource	Source
IDEA Formula	Federal
Title IA	Federal
FTEs	Other
State Compensatory	State
State ESL	State
State PreK	State
State SpEd	State

Title IA Schoolwide Components

Components of Schoolwide Program: Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 1. Green Acres Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (CSFs: 1)	Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Title I SW: 1,4,8) (Target Group: All)	Elementary Curriculum Director, Principal	December and May	(L)Local Funds	Formative - Increase in state assessment scores
3. Services for special needs students including: inclusion, content mastery, and speech (Title I SW: 3,5) (Title I TA: 8) (Target Group: SPED)	Principal, Special Services Director	December and May	(F)IDEA Formula - \$21,599, (O)FTEs - 3.5, (S)State SpEd - \$109,389	Formative - Increased state assessment scores
4. Implementation of DMAC Assessment System for common assessments, benchmarks, and state assessment disaggregation. (Title I SW: 1,3,8) (Target Group: All) (CSFs: 2)	Assistant Principal(s), Principal, Teacher(s)	November and May	(L)Local Funds	Formative - Increase in state assessment scores

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for at-risk students in pre-kindergarten, or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 5,9) (Target Group: AtRisk)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(O)FTEs - 2, (S)State Compensatory - \$117,070	Formative - Increased reading proficiency among participants
2. Literacy strategies coached and modeled by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Elementary Curriculum Director, Instructional Coach, Principal	Each reporting period	(L)Local Funds	Formative - Increased reading proficiency as measured by K-2 local assessments and 3rd-4th state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Empowering Writers writing process (Title I SW: 9) (Target Group: All) (CSFs: 4,7)	Elementary Curriculum Director, Principal, Teacher(s)	September and February	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program - before school and after school (Title I SW: 9) (Target Group: AtRisk)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores.
6. Science Lab use: (minimum expectations): K - once a semester; 1st & 2nd - once a six weeks; 3rd - 18 per year**; 4th - 35 per year**; **As many labs as possible should be done in the science lab. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores
7. DHDC - Students in Kindergarten through 4th grade will take one field trip to the Discovery Center per year. DHDC will conduct 2 science live programs per year for all students. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores

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Objective 2. Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores
9. Power of Retelling (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores
10. Discovery Education Videostreaming available to provide digital resources (Title I SW: 1,3,9,10) (Target Group: All)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
11. Videoconferencing to provide virtual field trips and learning opportunities to students (Title I SW: 1,3,9,10) (Target Group: All)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
12. Math strategies coached and modeled by math instructional coach (Title I SW: 5,9,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Elementary Curriculum Director, Instructional Coach, Principal	Each reoprtng period	(L)Local Funds	Formative - Increased math proficiency as measured by K-2 local assessments and 3rd-4th state assessments.
13. Growing Achievers Math and Reading Academy - 3rd and 4th grade (Title I SW: 2,3) (Target Group: All, AtRisk, 4th) (Strategic Priorities: 4) (CSFs: 4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	December and May	(L)Local Funds	Formative - increase in assessment scores
14. Growing Achievers Academy for Writing (System Safeguard) (Title I SW: 2,3) (Title I TA: 1,3,4,5) (Target Group: 4th) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - increased state and local assessment scores
15. Kindergarten through 2nd grade will implement the Writing Workshop Curriculum into writers workshop. (system safeguard) (Title I SW: 2) (Target Group: All, K, 1st, 2nd) (CSFs: 1)	Instructional Coach, Teacher(s)	August & May	(L)Local Funds	Formative - increased proficiency as measured by K-2 local assessments

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. Green Acres Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys)	Special Services Director	May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED)	Special Services Director	January and May	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
4. Bilingual and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$79,527, (O)FTEs - 3.6, (S)State ESL - \$48,255	Formative - Increased scores on LEP student state assessment

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. Green Acres Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal screener will be used to screen all students in grades 1-4 four times per year. (Title I SW: 8,9) (Target Group: AtRisk)	Principal, Special Services Director, Teacher(s)	Monthly	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants for students that are identified at risk for one or more of the academic indicators. (Title I SW: 9) (Target Group: AtRisk)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds, (O)FTEs - 1, (S)State Compensatory - \$23,757	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk)	Assistant Principal(s), Principal, Special Services Director	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
5. Continue to provide researched based interventions to focus on closing instructional gaps. (Title I SW: 2) (Target Group: All)	Instructional Coach, Principal, Teacher(s)	December and May	(F)Title IA - \$4,614	Formative - increased state assessment scores

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. Green Acres Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, District Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants. Assistant will work with students that did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 9) (Target Group: All)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(F)Title IA - \$21,236, (O)FTEs - 2, (S)State Compensatory - \$17,499	Formative - Increased student progress on kindergarten testing.
2. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased interest in PK classes
3. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
4. PK Unit with teachers and assistants to prepare young students for Kindergarten (Title I SW: 10) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May	(F)Title IA - \$14,987, (O)FTEs - 1.96, (S)State PreK - \$59,738	Formative - Student progress on Kindergarten testing.

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. Green Acres Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased reading proficiency among participants

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. Green Acres Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal	January and May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Green Acres Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk)	PEIMS Coordinator	January and May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. Green Acres Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send letters to parents to inform them about the referral process for GT students (Title I SW: 1) (Target Group: All, GT)	Elementary Curriculum Director, Principal, Teacher(s)	Spring	(L)Local Funds	Formative - Increased awareness among parents about the GT program
2. Provide services to all gifted/talented students (Title I SW: 3,10) (Target Group: GT)	Assistant Superintendent for Instruction, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased percentage of students scoring at the advanced performance level

GREEN ACRES ELEMENTARY

Goal 1. Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. All students at Green Acres Elementary will participate in coordinated and evaluated moderate to vigorous physical activity. Summative Evaluation: Fitnessgram results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students (K-4th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students
2. All students in grades 3-4 will participate in Fitnessgram. (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	April	(L)Local Funds	Formative - Increased physical fitness of 3rd-4th students
3. CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students

GREEN ACRES ELEMENTARY

Goal 2. Green Acres Elementary will provide staff development to achieve academic excellence for all students.

Objective 1. Green Acres Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TPTR trainings are available with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Title I TA: 6) (Target Group: All)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Formative - Increased state assessment scores
2. New teachers trained in literacy strategies by Reading Instructional Coach (Title I SW: 4) (Target Group: All)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Instructional Technology Coordinator, PEIMS Coordinator	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. New teachers will participate in new teacher training by Instructional Coaches using Ginger Tucker's training. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Instructional Coach	August	(L)Local Funds	Formative - Increased state assessment scores
5. All grade level teachers will participate in PLCs and academic teaming weekly. (Title I SW: 3,4,8) (Title I TA: 2) (Target Group: All) (CSFs: 3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased state assessment scores
6. 3rd & 4th grade writing teachers will participate in vertical alignment meetings once time per semester. (system safeguard) (Title I SW: 2) (Target Group: All, 3rd, 4th) (CSFs: 1,3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	December & May	(L)Local Funds	Formative - increased writing scores on local and state assessments
7. Teachers will attend professional development workshops to enhance their teaching in the classroom. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	June & May	(F)Title IA - \$1,050	Formative - Increased state and local assessment scores
8. Green Acres CLT will visit top performing school(s) in the Campus Comparison groups for ideas for improving classroom instruction. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	May	(F)Title IA - \$1,050	Formative - Increased state and local assessment scores

GREEN ACRES ELEMENTARY

Goal 3. Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 1. Green Acres Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement.
Summative Evaluation: sign-in sheets and parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP)	Principal, Superintendent	August and May	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Green Acres Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP)	Assistant Superintendent for Instruction, Principal	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses

GREEN ACRES ELEMENTARY

- Goal 3.** Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Green Acres Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 4th grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Night (Title I SW: 6) (Target Group: All)	Principal, Superintendent	September	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All)	Principal, Superintendent	December	(L)Local Funds	Formative - Increased parental involvement
4. Green Acres Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$1,240	Formative - Increased parental involvement
5. Meet the Teacher Night (Title I SW: 6) (Target Group: All)	Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased parental involvement
6. Parent portal (Title I SW: 6) (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
7. Green Acres Elementary will provide parent involvement activities to engage parents in their child's learning (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased number of parents actively participating in school events
8. Green Acres Elementary will communicate with parents through the School Way App. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal	January and May	(L)Local Funds	Formative - Increased parental involvement

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 1. Green Acres Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a student assembly to convey expectations and discipline procedures (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	August	(L)Local Funds	Formative - Increased awareness of students for safety issues

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 2. Green Acres Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys of Excellence. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts / "RISE UP" materials (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Principal	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts / "RISE UP" activities addressing topics including conflict resolution, self-esteem, suicide prevention, and violence education (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
5. Students receive a "RISE UP" award for demonstrating outstanding behavior or academic work (Title I SW: 1) (Target Group: All)	Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student pride and outstanding behavior
6. Community members conduct Character Counts /RISE UP talks with students to show what character looks like in the community. (Title I SW: 1) (Title I TA: 4) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Assistant Principal(s), Principal, Teacher(s)	January & May	(L)Local Funds	Formative - increased student pride and awareness of good character

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 3. Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All)	Chief of Police, Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Fire prevention program provided by Dumas Fire Department (Title I SW: 1) (Target Group: All)	Principal, Superintendent	October and May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Each core K-4 teacher will teach one internet safety lessons each year; the counselor will teacher one internet safety lesson each year. (Title I SW: 9) (Target Group: All)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased student awareness
4. Red Ribbon Week - emphasis on all students being drug-free (Title I SW: 1) (Target Group: All)	Chief of Police, Counselor(s), Elementary Curriculum Director, Principal	October	(L)Local Funds	Formative - Increased student awareness of the dangers of drugs
5. Green Acres will practice safety drills as required (Title I SW: 1) (Target Group: All)	Chief of Police, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased efficiency during drills
6. All students will be trained on safety in the science lab (Title I SW: 1) (Target Group: All)	Elementary Curriculum Director, Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased student awareness of need for safety in science lab
7. Ident-A-Kid services of America will come to Green Acres to fingerprint and take pictures of students upon parent request (Title I SW: 1) (Target Group: All)	Chief of Police, Principal	April	(L)Local Funds	Formative - Increased safety for students
8. Interquest Canines will perform random sweeps when requested at Green Acres. (Title I SW: 10) (Target Group: All)	Chief of Police, Principal	May	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at Green Acres. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. (Title I SW: 10) (Target Group: All)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness

GREEN ACRES ELEMENTARY

Goal 4. Green Acres Elementary will create and maintain a safe learning environment.

Objective 3. Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Green Acres staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit) and DMA (Legal). (Title I SW: 10) (Target Group: All)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students

At-Risk Criteria

Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
 - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
 - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

At-Risk Criteria (continued)

Student Eligibility Using Local Criteria

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>