

# Duncanville Independent School District

## Reed Middle School

2019-2020

Accountability Rating: C



# Mission Statement

The mission of Duncanville ISD is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

To ensure that all students are provided with a quality education, in a safe, orderly, productive, and engaged environment.

## Vision

Duncanville ISD –Writing success stories, one student at a time.

## Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

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# Goal 1: Focus on Student Success

**Performance Objective 1:** Increase the Algebra 1 meets scores to 75%

**Evaluation Data Source(s) 1:** Campus, district and Algebra 1 EOC

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Use TI Nspire to differentiate instruction for Algebra 1 students and the use of manipulatives for student engagement.	Administrators, Instructional Specialist,	100% of our Algebra students will meet state STAAR standards.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) Professional Development led by department leader on instructional strategies, such as marking the text, quick write, read out loud, close reading, stations, anchor charts, Lead4ward, TRS, Tex Guide, etc. Data -driven interventions, such as GradeCam and Measuring Up Live</p>	Administration,	Student academic achievement will increase across every sub-population on the 2019-2020 STAAR test (s).				
<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 1:** Focus on Student Success

**Performance Objective 2:** Increase the passing rate for 7th grade math African American males by 20%

**Evaluation Data Source(s) 2:** Campus, District and State Assessments

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Closing the Achievement Gap- Core (Math, Science, ELAR, Social Studies) Teachers will be provided with four planning days, one every nine weeks to collaborate and calibrate. Teachers will analyze student sub-population results, common assessments, district assessments, and update/adjust lesson plans.	Administrators, Instructional specialist,	20% Increase in academic performance through common, district and state assessments.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 3:** Increase in math from 79% to 85% compared to 2019 STAAR.

**Evaluation Data Source(s) 3:** State Assessment

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Tier I Instruction-Teachers will be provided with 4 planning days, one every 9 weeks to collaborate, analyze, and make lesson adjustments to ensure that all students are provided with quality Tier I Instruction.	Administrators, Math teachers, Instructional Lead Teacher, Instructional Specialist	The impact of this will be a 20% increase in academic performance through common, district and state assessments.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Improve low-performing schools</p> 2) Teachers will provide Saturday (once per month) enrichment for students who did not meet expectations for 7th grade math in 6th grade.	Administrators, Math teachers, Instructional Lead Teacher, Instructional Specialist	The impact of this will be a 20% increase in academic performance through common, district and state assessments.				
3) Small group tutorials/ interventions specifically for at-risk students, and students that are in danger of not being successful on STAAR assessments	Core department leaders, teacher specialist, administration	At-risk students and students that are in danger of not meeting expectations will provide evidence of academic growth in STAAR tested areas.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 4:** Increase 8th grade Science STAAR meets and masters by 10-15 %

**Evaluation Data Source(s) 4:** Campus, District and State Assessments

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p>1) Students will be provided the opportunity to make real-world connections with the daily standards with the purchasing of necessary textbooks, supplies and lab equipment.</p> <p>7th grade: Frogs/Earthworms for dissection.</p> <p>8th grade: Chemicals, Flash Lights and Batteries, Sirius 8th grade STAAR Book, 8th grade Science Zingers Workbooks-Masters</p>	Administrators,	This strategy will enhance the learning of specific low tested STAAR skills and increase student performance and engagement as evidenced by campus data.				
<p>2) Science teachers will attend the CAST Convention. Cast Convention workshops are geared towards the success of all students. Workshops will help with differentiated instructional strategies toward SPED, GT, ELL students. Teachers can share instructional strategies with other departments to encourage and implement cross-curricular instruction.</p>	Administrators, Instructional Lead Teacher	This strategy will enhance the learning of specific low tested STAAR skills and increase student performance and engagement as evidenced by campus data.				
<p>3) Tier I Instruction-Teachers will be provided with 4 planning days, one every 9 weeks to collaborate, analyze, and make lesson adjustments to ensure that all students are provided with quality Tier I Instruction.</p>	Science Department Leader, Administration, Teacher Specialist	Students will provide evidence of learning each nine weeks through academic achievement on common assessments, district assessments, and STAAR.				
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**Goal 1:** Focus on Student Success




**Performance Objective 5:** Increase Writing STAAR Approaches and Meets by 20%

**Evaluation Data Source(s) 5:** Campus, District and State Assessments

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      1) Core ELAR teachers will be provided with professional development in writing instruction for students with disabilities and At-Risk students. (Region 10)</p>	Administrators, Instructional Lead Teacher, Instructional Specialist	Students will be provided with quality specialized instruction that will result in an increase in each Category by 20% in Approaches and Meets for writing.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      2) Professional development will be provided for ELAR teachers to seamlessly integrate reading and writing in the classroom (Region 10)</p>	Administrators, Instructional Lead Teacher, Instructional Specialist	Students will be provided quality specialized instruction.  Students will increase in each category by 20% in Approaches and Meets for reading and writing.				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Improve low-performing schools                      3) SPED teachers will assist and support Gen Ed teachers in creating, providing, and continually updating supplemental aids (mnemonic devices, blank graphic organizers) to use as memory joggers and organizers to increase usage of learned information.</p>	Administrators, Instructional Lead Teacher, Instructional Specialist, Special Education teachers	By using appropriate supplemental aids as reminders of grammar rules, strategies, spelling, and organizing information with fidelity, student scores will increase overall by 10%.				



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            4) ELAR and Social Studies teachers will be provided with Flocabulary to deepen content knowledge and improve vocabulary acquisition. In addition they will be provided with spirals, composition notebooks, and white boards.</p>	Department Leader, Instructional Specialist and Administrators	Overall increase in student engagement and academic performance  ELAR Gen Ed students will attain an overall growth of 20% for all students.				

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**Goal 1:** Focus on Student Success

**Performance Objective 6:** 10% increase in Meet and Masters passing rate on 8th grade Social Studies STAAR

**Evaluation Data Source(s) 6:** Campus, District and State Assessments

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Teachers will increase student engagement in sub-groups by using instructional strategies that incorporate movement (TPR, Lead4ward strategies, etc.) Visual stimulation (videos, pictures, maps, graphic organizers, etc.) technology (interactive response system, Flocabulary, etc.) building and activating schema and vocabulary instruction (word analysis)	Department Leader, Instructional Specialist and Administrators	The impact of using this strategy will be overall increase in student engagement and academic performance, resulting in a 10% growth in Meet and Masters passing rate on 8th grade Social Studies STAAR.				
2) Teachers will attend training to gain knowledge of instructional strategies that will increase student engagement.	Department Leader, Instructional Specialist and Administrators	The impact of using this strategy will be an overall increase in student engagement and academic performance, resulting in a 10% growth in Meet and Masters passing rate on 8th grade Social Studies STAAR.				

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**Goal 1: Focus on Student Success**

**Performance Objective 7:** Increase students achievement by a measure of 10% in all core areas

**Evaluation Data Source(s) 7:** Campus, District, and State Assessment

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) To support our student achievement growth in ELAR and Social Studies students will have the ability to complete Achieve3000 quizzes/assignments inside of the classroom along with activities. Our English Language Learners will also use flipgrid and seesaw.	Administrators, Department Leaders	Students will provide evidence of academic growth each assessment period.				
2) Teachers will provide tutoring to students in need in all core areas.	Administration	Student will see academic growth in all core STAAR tested areas.				
3) Create and Implement tiered RTI support both instructionally and behaviorally. Instructional RTI tiered support- students that provide evidence of additional support required will receive streamlined interventions with the support of Istation remediation. The amount of remediation will be dependent on student assessment results. Students that fall into Groups 1,2, or 3 will receive at least 30 minutes of interventions each week in math and elar. RTI behavior support protocol will be established to promote restorative practice for at risk/behavior challenged students.	Administration, Reading/Math center teachers,	Decrease in violence/campus disciplinary offenses. Increase in student achievement				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 8:** Implementation of Springboard in Math and ELAR in both 7th and 8th grade

**Evaluation Data Source(s) 8:** Springboard Common Assessment Data, District Assessments, and STAAR examination.

**Summative Evaluation 8:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Teachers will attend Springboard Professional Development training (both in district lead by our Director of Advanced Academics, and outside of district professional development) to ensure that we provide all pre-ap students with quality tier I instruction.	Teacher Specialists, Director of Advanced Academics, Administration	Our Meets, and Masters STAAR results will increase compared to our 2018-2019 STAAR results.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 9:** Ensure that all students receive quality Tier I Instruction in each subject area.

**Evaluation Data Source(s) 9:** Common Assessments, District Assessments, STAAR examinations

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Core teachers will attend Professional Learning Communities daily. Teachers will discuss lesson plans, analyze data, monitor student achievement, and implement learning strategies to ensure that all students receive quality Tier I instruction.	Department Leaders, Administration, Teacher Specialist	Tier I instruction will improve, evidenced by continuous student academic achievement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Focus on Student Success**

**Performance Objective 10:** Provide CTE students real-world, hands-on opportunities that exhibit evidence of student exploration of college and career readiness.

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**





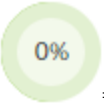

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Students will participate in two CTE Exploration events.	Campus Administration, counselors	Students will choose an endorsement that prepares them for high school.				
2) Students will be provided with enrichment opportunities to highlight CTE and CCR opportunities, for example, summer camps, club competitions, guest speakers, industry partnerships, and mentorships.	CTE Teachers, Administrators	Students will be prepared to enter college or the career of their choice.				
3) Students will attend college/career fairs, and field trips.	CTE Teachers, Administrators.	Students will be prepared to attend college and/or a career field.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** Focus on Student Success

**Performance Objective 11:** Increase the fitness and health of all students on campus

**Evaluation Data Source(s) 11:** Fitness gram P.E. performance data

**Summative Evaluation 11:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) All students in physical education classes and athletic classes will participate in physical activities each month. These activities will range from playing athletic games, and weightlifting.	Campus administration, athletic coaches.	Students will decrease their mile time each time that they run. Students will excel in all fitness gram activities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

## Goal 2: Focus on Students, Families and Community

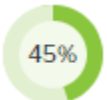





**Performance Objective 1:** Increase by 10% the number of opportunities for families to participate in their child's education.

**Evaluation Data Source(s) 1:** 10% increase in students, families, and community participation in school functions/events.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<b>TEA Priorities</b> Improve low-performing schools 1) Foster a responsive, caring, and inclusive culture in which students, parents, and staff feel valued, supported and hopeful.	Administrators, Teachers and Family Liason	10% Increase in parent participation, Partnership with PTA with 50% Staff Membership, 25% Parent Membership, Increase student achievement by 10%.				
<b>TEA Priorities</b> Improve low-performing schools 2) Engage parents throughout the year by encouraging them to attend events such as Panther Camps, Donuts for Dad, Muffins for Mom, PTA Meetings, Signing Day for Student Athletes, Meet the Principal cookouts, as well as, volunteer opportunities throughout the school year.	Administrators, Teachers, Family Liason	10% Increase in parent participation, Partnership with PTA with 50% Staff Membership, 25% Parent Membership, Increase student achievement by 10%.				
3) Staff will engage in work that directly and indirectly creates positive experiences for learners. Staff will be positive and encouraging daily.	Administrators	Decrease the number of referrals for ISS, OSS, and DAEP placements by 10%.  Improve campus culture and create an engaged learning environment.				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 4) Administrators will provide teachers with 100% feedback on disciplinary actions within 48 hours.	Administrators, Staff	100% Feedback  Improve Campus Morale				



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 5) Counselors will be provided with professional development which will equip them in supporting students and teachers in the Core content classes as it relates to social emotional learning.	Administrators	Decrease the number of classroom disruption referrals by 10%				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2:** Focus on Students, Families and Community

**Performance Objective 2:** Decrease by 10% student disciplinary referrals in comparison to the 2018-2019 school year.

**Evaluation Data Source(s) 2:** Disciplinary Referrals compared to 2018-2019 school year.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Reed Middle School teachers will create, model, and implement individual classroom rules, procedures, and corrective actions	Classroom Teachers	Decrease in disciplinary office referrals and increase positive classroom behavior.				
2) Reed Middle School will establish a boys and girls mentoring program. Reed Girls Rock and Boys II Men will teach students de-escalation strategies, discuss life skills, decrease/eliminate the dropout rate and provide individual and group mentoring.	Mentor Program Sponsors	Decrease in violence in comparison to 2018-2019, provide proactive interventions and reduce student dropout rate.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 2:** Focus on Students, Families and Community

**Performance Objective 3:** Increase our 2019-2020 student attendance from 95.8 % to 97%.

**Evaluation Data Source(s) 3:** 2019-2020 student attendance percentage.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Panther Family celebration- students will be recognized for perfect attendance each nine weeks.	Attendance clerk, Administration	Positive incentives will increase student daily attendance.				
2) Positive Monthly communication, encouraging students and parents to attend school each day. All faculty will make two positive phone calls per week.	Administration	Student attendance percentage will increase in comparison to the 2018-2019 school year.				
3) Assistant principal will contact both the parent and students once the student misses 3, 5, and 7 days of school to prevent student dropout.	Campus Administration	100% students will complete the 2019-2020 school year.				

= Accomplished   
 = Continue/Modify   
 = No Progress   
 = Discontinue

### Goal 3: Focus on Operational Excellence

**Performance Objective 1:** Ensure 100% of the campus and departments have clearly defined, aligned, and communicated processes and procedures to support the district's mission and beliefs.

**Evaluation Data Source(s) 1:** Campus surveys, safety and security drill evaluation reports, and parent surveys.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Establish clear systems for instructional and operational processes such as instructional delivery, campus safety, and parental involvement.	Administrators	The impact of this strategy will be a smooth flowing atmosphere with a safe environment for staff and students as indicated by standardized test results, and safety reports.				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 2) Provide an efficient system for documenting and tracking student tardies in an effort to efficiently get students to class to ensure that we maximize instruction, and reduce the number of tardies.	Assistant Principals Office Staff	Reduce tardies by 12%; in an effort to maximize instructional minutes				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						

**Goal 3:** Focus on Operational Excellence

**Performance Objective 2:** Improve our Skyward procedures to ensure accuracy such as attendance, discipline, 504, at-risk, and RTI.

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

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Weekly leadership team staffings. During each staffing attendance, discipline, 504 students, At-risk students, and RTI students will be analyzed, adjusted and updated.	Administration	Our Skyward coding accuracy will improve compared to the 2018-2019 school year.				
2) Registrar and Attendance clerk will have a daily completion protocol sheet to ensure that attendance is submitted daily by teachers and substitutes.	Administration	Attendance will increase in comparison to 2018-2019.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

## Goal 4: Focus on Employees and Organizational Improvement

**Performance Objective 1:** Attract, recruit, and retain highly effective teachers for student success. 100% of fully certified teachers hired and 85% of employees retained.

**Evaluation Data Source(s) 1:** 100% of fully certified teachers hired and 85% of employees retained

### Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) New teachers will be paired with a campus mentor who will serve as a guide for navigating through the very first year of teaching. The mentor will cover campus procedures and policies along with best teaching practices with new teachers.	Administrators	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.				
2) A Sunshine Committee will be utilized to create a feeling of collegiality among teachers across the campus.	Campus Administration, Department Leaders	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.				
3) Campus administration will attend job fairs and universities across the state to ensure that we recruit highly effective teachers.	Administrators	This strategy will result in retaining new teachers. Campus will higher highly effective teachers to increase student academic success.				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue						

**Goal 4:** Focus on Employees and Organizational Improvement

**Performance Objective 2:** Recognize staff members who exemplify the mission and beliefs of the district.

**Evaluation Data Source(s) 2:** 10 staff recognized annually for quality performance 85% of staff indicating through a satisfaction survey that they feel supported

**Summative Evaluation 2:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Recognize staff members who typify the vision and mission of the campus and district. Campus leaders will make in house recognition's as well as nominate candidates for the Made with Pride program.	Department Leaders	Increase in highly qualified staff member retention.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 4:** Focus on Employees and Organizational Improvement

**Performance Objective 3:** Provide professional development opportunities that are aligned with district goals and allow differentiation to meet individual staff needs.

**Evaluation Data Source(s) 3:** 100% of staff participation in professional development opportunities 90% of staff indicating professional development opportunities met their learning needs

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
1) Teachers will be provided with professional development opportunities to include conferences, region 10, district professional development and local consultants.	Administration Department Leaders	Teachers will implement new instructional strategies to ensure that students continuously grow academically.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						









## Goal 5: Focus on Financial Stewardship

**Performance Objective 1:** Ensure 100% of stakeholders are provided with financial transparency through consistent communication.

**Evaluation Data Source(s) 1:** 3 communication efforts to inform stakeholders and ensure transparency.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 1) The campus will hold quarterly SBDM meetings to discuss campus needs and campus budgeting with stakeholders.	Administrators	This strategy will help to create financial transparency and awareness among varied stakeholders as evidenced by quarterly agendas, minutes, and meeting sign-in sheets.				
<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 5:** Focus on Financial Stewardship

**Performance Objective 2:** Utilize an aligned and collaborative budgeting process ensuring necessary resources to support the district's missions and beliefs.

**Evaluation Data Source(s) 2:** 100% of purchases and expenditures aligned to the districts goals.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Improve low-performing schools                      1) The campus will follow all district policies and procedures to align its budgeting process with that of the district.</p>	Administrators	The campus ensures that all expenditures are aligned with our district budgeting process.				
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>						