

2020-2021

PS3001 – NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES

Select one goal to address with ESSA funding.

For each program area supporting a TEA Strategic Priority, describe the impact of student outcomes you expect to achieve with federal ESSA funding. Describe anticipated outcome, including performance measure, baseline data, program goal and data sources.

Example:

The percentage of 3rd grade students who meet or master grade level in reading will increase from 17% to 22% by May 2018

| | | | | |
|------------|------------|--|---|---|
| <i>17%</i> | <i>37%</i> | <i>2017-2018 STAAR data TAPR</i> | <i>#2 Building a foundation of reading and math</i> | <i>Title IA \$40,500.00 Title IIA \$ 18,000.00 Title IV \$ 8,000.00</i> |
|------------|------------|--|---|---|

| A District Performance Measure (DPM) | B Baseline Data (1 year goal) | C 3-5 year Goal | D Data Sources | E TEA Strategic Priority Performance | F ESSA funds to address DPM |
|--|-------------------------------------|-----------------------|----------------------|---|-----------------------------------|
| 1. Percentage of students meeting Standard on all EOC's will increase From | 13% | 35% | STAAR TAPR | Building a foundation of reading/math | TBD |

TEA Priority #1 - Recruiting, supporting, and retaining teachers and principals – If you do not have everyone certified and/or a young staff...may want to address this. TEA will be looking at certified/highly effective teachers. Experience will be a part of that

| <u>Activities that will impact student achievement- DPM #</u> | <u>new activity?</u> | <u>Total ESSA Amount budgeted</u> |
|--|----------------------|-----------------------------------|
| 1. <u>Recruiting will be done from the school website,</u> <u>Teacher/coach assoc. website, only interview highly qualified teachers.</u> | <u>yes/no</u> | <u>\$</u> |
| 2. <u>Conduct "Stay" interviews (Teacher In-service 2019)</u> | <u>yes/no</u> | <u>\$</u> |

TEA Priority #2 Building a Foundation of Math and Reading – TEA considers this an early intervention PK-3...but could address other grades
Activities that will impact student achievement – DPM # new activity? Amount budgeted

| | | |
|---------------|---------------|-----------|
| 1. <u>N/A</u> | <u>yes/no</u> | <u>\$</u> |
|---------------|---------------|-----------|

TEA Priority #3 - Connecting High School to Career and College

| <u>Activities that will impact student achievement – DPM #</u> | <u>new activity?</u> | <u>Amount budgeted</u> |
|--|----------------------|------------------------|
| 1. <u>Offering dual credit, TSI on campus, Tech dual credit and</u> <u>CTE courses offered.</u> | <u>yes/no</u> | <u>\$ 5000.00</u> |
| 2. <u>Pay for TSI tests, reimbursement for dual credit books,</u> <u>pay for one SAT and ACT test for JR and SR year.</u> | <u>yes/no</u> | <u>\$ 5500.00</u> |
| 3. <u>Naviance Program</u> | <u>yes/no</u> | <u>\$ 6200.00</u> |

TEA Priority #4 - Improving Low-Performing Schools – All districts that have a low performing campus must address this priority using the activities/needs/objective that have already been planned and implemented.

| Activities that will impact student achievement- DPM # | new activity? | Amount budgeted |
|---|----------------------|------------------------|
| 1. _____ | yes/no | \$ _____ |
| _____ | | |
| | | |
| 2. _____ | yes/no | \$ _____ |
| _____ | | |
| | | |

LEA Priorities (required ONLY if no other priorities identified) TEA does not expect to see this

| Priority #5 Activities that will impact student achievement-DPM# | new activity? | Amount budgeted |
|---|----------------------|------------------------|
| 1. _____ | yes/no | \$ _____ |
| _____ | | |
| | | |
| 2. _____ | yes/no | \$ _____ |
| _____ | | |
| | | |