Spring Branch Independent School District

Woodview Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required

Mission Statement

BEAGLE - Building **E**xcellence **A**nd **G**rowing **L**eaders **E**veryday

Vision

The passionate staff members at Woodview Elementary are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

Value Statement

Every Child, Collaborative Spirit, Collective Greatness, Limitless Curiosity and Moral Compass

Our Core Values center us. They define us. They ground us with what is most important and what matters the most. They illuminate what we hold most dear and important and what we strive for and want to protect

Comprehensive Needs Assessment

Demographics

Demographics Summary

Woodview Elementary is a Title I campus where the majority of the students are Hispanic, Economically Disadvantaged and At-Risk. All of our professional teaching staff are highly qualified. The staff works hard to assist students with academic, social-emotional, behavioral, and basic needs. We continue to provide professional development for our staff so they can meet the needs of our children. Our parents are hard working, caring, and want to do the best for their children. We have many community partners including: St. Francis, HEB, Emerson, Spring Branch Civic Association, Hunter's Creek Elementary, and many more.   Together parents, students, staff, and community members create fun and exciting learning opportunities for all of our students.

Demographics Strengths

Our students and staff are diverse and bring a rich sense of community to Woodview.   Parents, staff, and community members are committed to providing a quality education to all of our students. We have high expectations for all stakeholders at our campus.

Student Academic Achievement

Student Academic Achievement Summary

We are Improvement Required, as we did not meet state accountability on index 1 or index 3. We have been working on a targeted improvement plan to raise our STAAR scores.

Index 1: 49/60 Student Achievement

Index 2: 33/32 Student Progress

Index 3: 24/28 Closing Performance Gaps

Index 4: 21/12 Post Secondary Readiness

Student Academic Achievement Strengths

We met State standards on Index 2 & index 4. Index 2 is a showing that our children are consistently making progress. Index 4 shows that we are meeting the needs for postsecondary readiness.

School Processes & Programs

School Processes & Programs Summary

At Woodview Elementary we have supports and structures in place to support students and staff: Extened planning time (Beagle Bytes), protected planning on Tuesdays and Thursdays, faculty meetings, professional development opportunities, beagle camp, mentoring program, Behavior Support team, TAIS team, Instructional Leadership Team, Campus Improvement Team, Team Leaders, District support, and Project Class. We created an Interviewing Committee to help us find highly qualified staff. We use disaggregated data from multiple data sources including: MAP, Common Assessments, District Assessments, and other forms to drive instruction and differentiation. The SSC/RTI process is followed to determine next steps to meet the needs of our children.

School Processes & Programs Strengths

We have developed our grade level and vertical PLC's to ensure we are meeting the needs of all of our students. There are checks and balances to ensure fidelty to our plan implementation.

Perceptions

Perceptions Summary

The following is our Vision at Woodview Elementary: The passionate staff members at Woodview Elementary are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

Mission:

Building **E**xcellence **A**nd **G**rowing **L**eaders **E**veryday

School culture and climate are strengths for Woodview Elementary.

Perceptions Strengths

An increased effort in managing self regulatory behavior, teaching social skills, and honoring individual differences has resulted in significant behavioral improvements.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
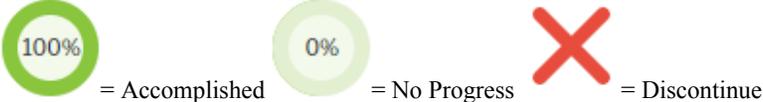- Study of best practices

Goals

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading as measured by MAP Scores.

Performance Objective 1: 70% of students will meet their Conditional Growth Index (CGI) as measured by MAP

    Evaluation Data Source(s) 1: At MOY, 50% will meet CGI
At EOY, 70% will meet CGI

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Train and support staff in the following areas: Staff Development - Administration on MAP at BOY, MOY, EOY	1, 2, 3, 4, 8, 9	ILT/TAIS Team Teachers District Specialists Assistant Principal	Monitor conditional growth index of each child at BOY, MOY, EOY			
- Data analysis - Istructional planning - Monitoring student performance -Content specific strategies\ - Region IV Staff Development	Funding Sources: 211 - Title I, Part A - $16,334.00, 211 - Title I, Part A - Priority Grant - $3,688.90					
System Safeguard Strategy 2) Develop rigorous and hands on lessons that integrate technology, use inquiry, and problem solving to enhance critical thinking. Student response devices and document cameras will be used for checking for understanding strategies.	1, 2, 8, 9	Team Leaders Teachers Instructional Coach	Student products Lesson Plans All in Learning			
	Funding Sources: 211 - Title I, Part A - Priority Grant - $6,440.00					
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading as measured by MAP Scores.
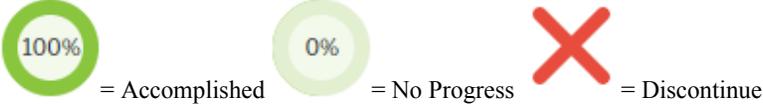
Performance Objective 2: Reading: increase student achievement at the "approaches" performance level across grade levels: Grade 5 increase by 24%; Grade 4 increase by 20%; Grade 3 increase by 10%

Evaluation Data Source(s) 2: Baseline:
2015-16 = 71% met standard
2016-17 = 47% met standard

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Intervention Specialists provide small group instruction for students who are most at-risk in Reading.	1, 2, 3, 4, 8, 9	ILT Intervention Specialists Principal Assistant Principal	Data Conferences Intervention Schedules Student Trackers			
	Funding Sources: 211 - Title I, Part A - $148,396.00, 211 - Title I, Part A - Priority Grant - $62,299.10					
System Safeguard Strategy 2) Vertically align Literacy instruction by implementing the following: -K-2nd grade Lucy Caulkins units of study -Daily independent reading -Balanced Literacy -Classroom observations	1, 3, 4, 5, 8, 9	Team Leaders Teachers ILT/TAIS Team Instructional Coach District Specialists	Data trackers Common assessments Exit tickets Lesson plans Lesson plan feedback Classroom observations Observation feedback			
-Lesson feedback protocol -Differentiated instruction -Common assessments -Technology -Conference - Solution Tree PLC at work institute (ILT)	Funding Sources: 211 - Title I, Part A - $7,398.00, 211 - Title I, Part A - Priority Grant - $19,172.00					

100% = Accomplished   0% = No Progress   ✕ = Discontinue

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading as measured by MAP Scores.

Performance Objective 3: Writing: increase student achievement at the "approaches" performance level by 29% (from 31% to 60%)

Evaluation Data Source(s) 3: Baseline:
2015-16 = Index 1 = 40% met standard
2016-17 = Index 1 = 31% met standard

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Vertically align Writing instruction using a writers workshop approach emphasizing: -Mastery of basic grammar -Audience and purpose -Using rubrics -Classroom observations -Lesson feedback protocol -Differentiated instruction -Common assessments -Revising and editing	1, 3, 4, 5, 8, 9	Teachers ILT/TAIS District Specialists Instructional Coach	Lesson plans Lesson plan feedback Classroom observations Observation feedback Writing sample collection and analysis Data trackers Writing samples			
100% = Accomplished			0% = No Progress	✗ = Discontinue		
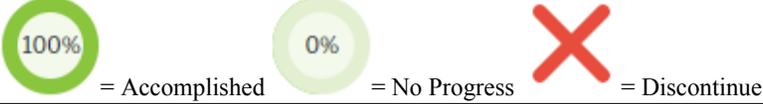
Goal 1: Student Growth: Students will make more than 1 year's growth in Reading as measured by MAP Scores.

Performance Objective 4: Science: increase student achievement at the "approaches" performance level by 20% (from 40% to 60%)

Evaluation Data Source(s) 4: Baseline:
Staar 2015-16 = 52%
Staar 2016-17 = 40%

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Vertically align science instruction including: -Process skills -Priority standard proficiency scales -Conducting experiments -Classroom observations -Lesson feedback protocol -Differentiated instruction -Common assessments	1, 3, 4, 5, 8, 9	Teachers ILT/TAIS Team District Specialists Instructional Coach	Lesson plans Lesson plan feedback Observations Observation feedback Common assessments Data trackers			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

Goal 2: School Connectedness: Students in grades 3-5 will report strong connection to their school experience as measured by Panorama.

Performance Objective 1: 80% of students in grade 3-5 will report a connection to their school experience as measured by Panorama Survey

     Evaluation Data Source(s) 1: 2017-18 is a baseline year for Panorama

     Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Build students' self-regulatory behaviors by utilizing: -Project Class -PBIS -System of Care	1, 2, 3	Behavioral Team Teachers Counselor Project Class Teacher System of Care Coach CIS	Skyward Discipline Data CIS reports Behavior Meeting Notes Project Class reports Best in Show			
	Funding Sources: 211 - Title I, Part A - $6,180.00					
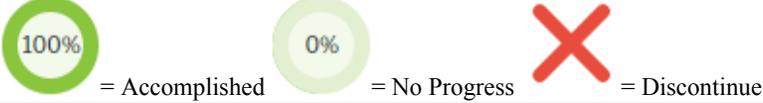
100% = Accomplished   0% = No Progress   ✖ = Discontinue

Goal 3: Post-Secondary Readiness (Achievement): WVE will increase the number of students in grades 3-4-5 who meet Post-Secondary Readiness measure in Reading and Math.

Performance Objective 1: Increase by 10% the number students who perform at the "meets" level on both Reading and Math

Evaluation Data Source(s) 1: 2017 Baseline:
Gr. 4 = 13 of 87 students (15%) performed at the "meets" level on both Reading and Math
Index 2 (progress) = remained at 33 points for the past two years
Index 4 (PSR) = increased from 17 points to 21 points as result of focusing on HAUP students

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Vertically align math instruction: -Problem solving strategies -Concrete, pictorial, abstract sequence of instruction -Use manipulatives -Classroom observations	1, 3, 4, 5, 8, 9	Teachers Team Leaders ILT/TAIS team Instructional Coach	Lesson Plans Classroom Observations Common Assessments Lesson Feedback HAUP Trackers Log-in information			
-Lesson feedback protocol -Differentiated instruction -HAUP -Technology: Dream Box Learning	Funding Sources: 211 - Title I, Part A - Priority Grant - $4,400.00					
2) Grade Level PLC's -Protected Tuesday & Thursday Planning -Utilize PLC structure -ILT coordinator per grade level -Analyze common assessment data and use to inform instruction -ILT provide weekly feedback on lesson plans -Differentiation	1, 2, 3, 4, 5, 8, 9	Team Leaders Teachers ILT/TAIS Team	Team PLC notes, agenda, sign in sheet Lesson Plans Lesson Feedback Notes HAUP Trackers			
3) Differentiated staff development for teachers and teams -TTESS goal setting conferences -Mid year and end of year conferences	3, 4	ILT/TAIS team Teachers	Teacher Walk-through feedback ITS Learning WVE course Eduphoria Workshop summary reports Strive			

4) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation. -Supplemental materials -Intervention -Technology Resources -Beagle Camp -Professional Development	8, 9	ILT/TAIS team Team Leaders Teachers Intervention specialists Instructional Coach	SSC documentation Beagle Camp sign in sheets Technology Resources Interventionist Schedule LLI Kits A-Z Learning			
	Funding Sources: 211 - Title I, Part A - $11,611.00					

100%

0%

❌

= Accomplished

= No Progress

= Discontinue

Goal 3: Post-Secondary Readiness (Achievement): WVE will increase the number of students in grades 3-4-5 who meet Post-Secondary Readiness measure in Reading and Math.

Performance Objective 2: Woodview's adults will promote their commitment to the successful completion of some form of post-secondary education by increasing parents' involvement and developing community partnerships.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide parents opportunities to see themselves as partners at Woodview: Community Events Such as: -Open House -Eat, Meet and Greet	6	ILT/TAIS Team Teachers CIS Worker	Sign - in Sheets Volunteer Log Conferences logs Call outs Flyers			
-Beautification Day -Parent Conferences -Wednesday folders -Parenting Classes -Volunteer orientation	Funding Sources: 211 - Title I, Part A - $2,331.00					
2) Utilize community partnerships and donations to support student achievement -Mentors -Reading Buddies -3rd grade Dictionary Project -Beagle Camp -HCE Sister school	6	CIS ILT/TAIS Team Teachers	Activity Fund Donations Partnerships including: HEB, HCE , Boy Scouts, Daniel Industries , Reading Buddies, St. Frances, Tallowood, MHS, SWHS			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: Post-Secondary Readiness (Equity): WVE will close achievement gaps by 5% in Reading and Math in grades 3-4-5 for students who are English-Language Learners.

Performance Objective 1: WVE will close achievement gaps by 5% between LEP and non-LEP in grade 3-4-5 in the areas of Reading and Math.

    Evaluation Data Source(s) 1: STAAR Baseline
Index 3 (closing gaps) = decreased from 26 points (2016) to 24 points (2017)

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategy 1) Increase students' background knowledge through: -Study trips -STEM Scopes	1	Teachers ILT/TAIS Team members District Personnel	Journal responses Lesson plans Anchor charts			
-Technology -Pictorial input -Anchor charts -Tutoring (Beagle Camp)			Funding Sources: 211 - Title I, Part A - $4,000.00, 211 - Title I, Part A - Priority Grant - $4,000.00			
System Safeguard Strategy 2) Provide meaningful enrichment activities for students during Beagle Camp	1, 2, 9	Teachers ILT/TAIS Team Members District Personnel	Community partners Sign in Sheets Lesson plans			
			Funding Sources: 199 PIC 11 - Instructional Services - $5,000.00, 211 - Title I, Part A - $12,000.00			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 4: Post-Secondary Readiness (Equity): WVE will close achievement gaps by 5% in Reading and Math in grades 3-4-5 for students who are English-Language Learners.

Performance Objective 2: WVE will increase the TELPAS Reading advanced/adv high performance levels by 20% in grades 2-3-4-5.

Evaluation Data Source(s) 2: 2016-17 TELPAS Baseline:
Gr 2 = 16% of 81 students scored advanced or adv high on TELPAS Reading
Gr 3 = 34% of 74 students scored advanced or adv high on TELPAS Reading
Gr 4 = 37% of 58 students scored advanced or adv high on TELPAS Reading

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Vertically align instruction for word study and vocabulary: -Words Their Way -ELPS Strategies -Language Objectives -Staff development	1, 3, 4, 9	Teachers Team Leaders ILT/TAIS team members	Lesson Plans Classroom Observations Posted Language Objectives			
	100% = Accomplished		0% = No Progress	✗ = Discontinue		
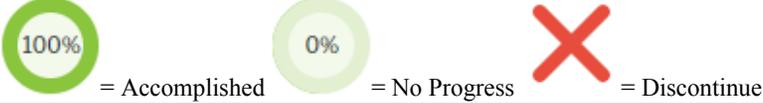
Goal 5: To remain in compliance with Federal and State law, SSI Guidelines, ESSA, and district standards.

Performance Objective 1: To remain in compliance with district policy.

Evaluation Data Source(s) 1: ARD's, Staffing, SSC;s, Outlook Calendar

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct continuous annual program evaluation (Special Education, G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	1, 2	Teachers ILT/TAIS Team members Diagnostician Special Education Staff	ELPS Academy guides Common Assessments LPACs SSC, 504, and SPED Documentation STAAR scores MAP data			
2) Promote parent and community involvement in drug and violence prevention programs/ activities.	6	Nurse CIS CYS C-SHAC Team Counselor	Outlook Campus Calendar of Events Sign-In Sheets Red Ribbon Week Parenting Class Agendas			
3) SPECIAL EDUCATION - -Monitor and evaluate LRE ratio. -Develop campus capacity to support inclusive programming for students with disabilities. -Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions -Train appropriate staff on Special Education timelines and compliance requirements	1, 9	Diagnostician Special Education Team District SPED support staff	Monthly PEIMS reports SPED Ed. Team Meetings District trainings/meetings Staffing Minutes Data Trackers Mandt Training Logs and Certificates			
4) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention	1, 10	ILT Team Intervention Specialists Leadership Team SPED Team	Beagle Byte Data Review Benchmarks/Checkpoint data Student Supports Notes LPACs TELPAS Data			
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - $6,539.00					

5) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Provide materials including: manipulatives, iteracy materials, STAAR support, bilingual materials Beagle Camp Computer assisted instruction	1, 2, 9	ILT/TAIS team Intervention Specialists After School Coordinator	Assessment Data Sign in sheets Lesson Plans			
6) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships	1, 6, 10	ILT Team CIS Worker CIT WVE Administration	Monthly Volunteer Reports Principal Coffees Volunteer Trainings Outreach via PTA Notes Community Partnerships Sign-in Sheets CIT Notes ESL Parenting Classes			
7) TITLE II A - Provide professional development that increases knowledge and skills related to: *Understanding TEKS *Differentiated instructional strategies to meet the needs of diverse student populations * integration of technology *Content development in Language Arts, social studies, science, and/or math. * Small Group Instruction * Coaching teachers, inservices, trainings, workshops. Teacher Development Materials Such as: Professional Books Instructional Materials Webinars Access to Electronic Books, etc. Beagle Byte, Wednesday faculty meetings, team planning	3, 4	Team Leaders ILT/TAIS Team Teachers Intervention Specialists Administration	Team Meeting Agendas Staff Development plans Benchmarks and check point data Literacy and Behavior trng. minutes SBISD - Core Area Support for Planning Walkthrough and feedback notes.			
8) Provide support for new teachers with ongoing mentoring and planning with certified staff. Participate in mentor-mentee support. Continue to provide support for new teachers through the induction program.	4, 5	ILT Mentors Librarian Team Leaders Mentor Coordinator	Walk through Feedback Observation Feedback Mentoring logs Peer Observations T-Tess Notes			
9) Recruit and retain highly-qualified staff, defined through state, by participating in job fairs.	5	Administration Interviewing Team	Sign - in Sheets Attend Job Fairs Meet and Greet			

10) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	4, 5, 10	WVE Administration CIS Coordinator Leadership Team Spark Park Committee	Sign in Sheets Meetings Notes PTA Meetings Notes			
11) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation.	7	Kinder Team Leader Administration CIS Counselor Pre-K Team	Calendar and Sign-in Sheets Pre-K Round up Pre-K Orientation - Aug/Sept. Staff Development for Pre-Kinder and Kinder			
12) GIFTED AND TALENTED - Provide opportunities for G/T professional development in the following areas: Nature & Needs, Assessing and identifying G/T student needs, Differentiating Curriculum for G/T students, Assessing social and emotional needs of G/T students, Creativity and instructional strategies for G/T students. -Implement & evaluate curriculum for meeting needs of gifted students - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students.	1, 4	District GT Facilitator Counselor Librarian Teachers	District Trainings GT Certifications Team Minutes Lesson Plans HAUP Planned Experiences Parent communication			
13) COORDINATED SCHOOL HEALTH (CSH) 1.Review the School Health Index 2.Identify focus area(s) for campus	1	Nurse Counselor CIS Health Fitness Teacher C-SHAC Committee CYS Teachers	C-SHAC Agenda and Minutes Calendar of Events for Fall & Spring Dates Best in Show Field Day High School Connections International Day of Peace			
14) Increase parent attendance at Title 1 Annual Meeting -Review and revisit both the Home/School Compact and Parental Involvement Policy. -Parents rights on teacher qualifications	6	Administration CIT CIS Counselor Teachers	Flyers Agendas Sign-in Sheets Parent Compact			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Train and support staff in the following areas: Staff Development - Administration on MAP at BOY, MOY, EOY - Data analysis - Istructional planning - Monitoring student performance -Content specific strategies\ - Region IV Staff Development
1	1	2	Develop rigorous and hands on lessons that integrate technology, use inquiry, and problem solving to enhance critical thinking. Student response devices and document cameras will be used for checking for understanding strategies.
1	2	1	Intervention Specialists provide small group instruction for students who are most at-risk in Reading.
1	2	2	Vertically align Literacy instruction by implementing the following: -K-2nd grade Lucy Caulkins units of study -Daily independent reading -Balanced Literacy -Classroom observations -Lesson feedback protocol -Differentiated instruction -Common assessments -Technology -Conference - Solution Tree PLC at work institute (ILT)
1	3	1	Vertically align Writing instruction using a writers workshop approach emphasizing: -Mastery of basic grammar -Audience and purpose -Using rubrics -Classroom observations -Lesson feedback protocol -Differentiated instruction -Common assessments -Revising and editing
1	4	1	Vertically align science instruction including: -Process skills -Priority standard proficiency scales -Conducting experiments -Classroom observations -Lesson feedback protocol -Differentiated instruction -Common assessments
3	1	1	Vertically align math instruction: -Problem solving strategies -Concrete, pictorial, abstract sequence of instruction -Use manipulatives -Classroom observations -Lesson feedback protocol -Differentiated instruction -HAUP -Technology: Dream Box Learning
4	1	1	Increase students' background knowledge through: -Study trips -STEM Scopes -Technology -Pictorial input -Anchor charts -Tutoring (Beagle Camp)
4	1	2	Provide meaningful enrichment activities for students during Beagle Camp

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Approved - Community Partnerships	485.6494	$2,000.00
4	1	2	Approved - Community Partnership	485.11.6116,6125	$3,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$22,093.00
				+/- Difference	$17,093.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$305.00
				+/- Difference	$305.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,115.00
				+/- Difference	$2,115.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	199 Supply At-Risk	199.11.6399	$6,539.00
				Sub-Total	$6,539.00
				Budgeted Fund Source Amount	$7,539.00
				+/- Difference	$1,000.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,004.00
				+/- Difference	$16,004.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	6112	$16,000.00
1	1	1	Medicare	6141	$232.00
1	1	1	Workers Comp	6143	$102.00
1	2	1	Salary	6119	$122,900.00
1	2	1	Medicare	6141	$1,972.00
1	2	1	Employer Contribution	6143	$8,760.00
1	2	1	Workers Comp.	6143	$869.00
1	2	1	Teacher Retirement	6146	$13,895.00
1	2	2	Classroom Libraries, Leveled Readers, Mentor Text, Professional Library	211.11.6329.	$3,500.00
1	2	2	Conferences	211.13.6411	$1,290.00
1	2	2	Bright Links	211.11.6398	$2,608.00
2	1	1	Professional Contract	211.13.6299	$6,180.00
3	1	4	Supplies	6399	$5,808.00
3	1	4	Software	211.6397	$5,803.00
3	2	1	Parent Involvement	6125	$783.00
3	2	1	Medicare	6141	$30.00
3	2	1	Workers Comp.	6143	$13.00
3	2	1	Teacher Retirement	6146	$205.00
3	2	1	Professional Services - Parent Involvement	6299	$900.00
3	2	1	Misc Parent Involvement	6499	$400.00

4	1	1	Transportation	6494	$4,000.00
4	1	2	Tutoring	6116	$12,000.00
				Sub-Total	$208,250.00
				Budgeted Fund Source Amount	$208,250.00
				+/- Difference	$0

211 - Title I, Part A - Priority Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	13.6112.699	$1,000.00
1	1	1	Medicare	13.6141.699	$14.50
1	1	1	Workers Comp	13.6143.699	$6.40
1	1	1	Region IV	11.6239.699	$2,668.00
1	1	2	Technology	6398.699	$6,440.00
1	2	1	Other Payroll	6116.699	$48,547.00
1	2	1	Workers Comp.	6143.699	$387.10
1	2	1	Medicare	6141.699	$879.00
1	2	1	Teacher Retirement	6146.699	$4,528.00
1	2	1	Payroll - Para Professional	6125.699	$7,958.00
1	2	2	Classroom Books	11.6329.699	$15,172.00
1	2	2	Employee Travel	13.6411.699	$2,000.00
1	2	2	Administration Travel	23.6411.699	$2,000.00
3	1	1	Dream Box Learning	211.6397.699	$4,400.00
4	1	1	Transportation	6494.699	$4,000.00
				Sub-Total	$100,000.00
				Budgeted Fund Source Amount	$100,000.00
				+/- Difference	$0
				Grand Total	$319,789.00