

Spring Branch Independent School District
Shadow Oaks Elementary School
2016-2017 Campus Improvement Plan



Comprehensive Needs Assessment

Demographics

Demographics Summary

Shadow Oaks is projected to have 727 students in PK - 5th grade. Approximately 90% of our students are considered low socioeconomic status. Of our total number of students, 76% of our students are limited English proficient. Shadow Oaks has three Special Ed. self-contained classrooms: PPCD, Apple and Lifeskills.

Demographics Strengths

Shadow Oaks is mostly a homogeneous student body. Our TEA accountability groups consist of: All students, Hispanic, Economically disadvantaged and Current & Monitored ELL students. Therefore programs and support can be focused on all students.

Demographics Needs

With 90% of our students being economically disadvantaged, our students bring limited experiences and vocabulary with them to school. With the addition of 76% of our students being second language learners, reading and language acquisition are our greatest need.

Student Achievement

Student Achievement Summary

Shadow Oaks Elementary met the standards on the state accountability system. On the 2014 Accountability, Shadow Oaks met standards:

Index 1: (Target) Student Achievement: 57

Index 2: (Target) Student Progress: 35

Index 3: (Target) Closing Performance Gaps: 31

Index 4: (Target) Post-secondary Readiness: 20

STAAR All Scores:

	2015	2016
Math	-	60
Reading	58	57
Science	49	58
Writing	68	47

Student Achievement Strengths

TELPAS

	2015	2016	Gains /Losses
1 st	35	66	+31
2 nd	86	61	-25
3 rd	44	63	+19
4 th	53	74	+21
5 th	63	84	+21

Student Achievement Needs

Index 1 (Target) Student Achievement needs to meet standards.

Continue progress in Index 2 - Index 4.

Increase writing scores to exceed 60%

School Culture and Climate

School Culture and Climate Summary

Student Tripod Data

	2015	2016	Gains/Losses
Care	69	83	+14
Confer	56	66	+10
Captivate	67	78	+11
Clarify	80	86	+6
Consolidate	71	81	+10
Challenge	75	81	+6
Classroom Mang.	49	55	+6

The Organizational Health Inventory index score for Shadow Oaks was 494. This is in the average range.

The campus is committed to focusing on these areas to improve the climate and culture for our campus.

School Culture and Climate Strengths

Strengths in the Tripod data are caring about students and clarifying for students. We showed improvement in every question and every domain on the Tripod Survey.

School Culture and Climate Needs

Our campus goal it to increase the Student Tripod Data to exceed the District averages and Organizational Health Inventory to be in the "high" category.

Our campus needs to work vertically to establish understanding and goals around the 7 C's. Additional work with the OHI data to ensure the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Shadow Oaks hired 21 new staff members (classroom and non-classroom) this year. We have added a classroom teacher/staff development position to support 4th and 5th grade.

Staff Quality, Recruitment, and Retention Strengths

Shadow Oaks has two academic intervention specialists, a behavior/ABL/Playworks Intervention Coach and an teacher/staff development specialist to support the development of our teachers. Their primary role is to support the teaching and learning in the classrooms.

Shadow Oaks will continue to have several student teachers on campus each semester. They are a great support to provide two adults in the classroom to strengthen small group instruction. We have been very fortunate to be able to hire some of these teachers as they graduate. One of our new teachers is a previous student teacher at Shadow Oaks.

Staff Quality, Recruitment, and Retention Needs

It will be critical to support the new teachers to our building and continue to solidly support our returning teachers. Further we need to continue to build the capacity of our teacher leadership through PLCs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Shadow Oaks has focused on guided reading for the past several years and Writer's Workshop for the past year during our weekly instructional meetings. This year, we will focus on all components of Balanced Literacy and Words Their Way.

Shadow Oaks has established systems to focus on the curriculum, instruction and assessment:

- Weekly Tuesday Balanced Literacy Meetings
- Extended Planning to focus on math and science curriculum, assessments and planning
- Instructional Faculty Meetings to focus on campus academic initiatives, technology and professional learning committees
- During the day tutorials for all 2nd - 5th grade students
- One on One data conferences between the teacher and instructional specialist to plan based on data
- One on One data conferences with administrator to discuss progress measures to meet exceeds expectations or 1 1/2 years growth.
- Coaching model for all teachers.

Curriculum, Instruction, and Assessment Strengths

Shadow Oak employs four instructional specialists to support teacher's implementation of curriculum and lesson design in the classroom. We have the instructional specialists divided among the grade levels; PK - 1st, 2nd - 3rd, and 4th -5th. An additional intervention specialist has been added to support behavior/ABL/Playworks.

Shadow Oaks has developed a system for all teachers to be coached on a weekly or bi-weekly basis. The leadership team coaches between 5-8 teachers. We will add technology to support observing and providing individualized feedback.

Curriculum, Instruction, and Assessment Needs

Shadow Oaks needs to be very deliberate in the professional development and follow through in the classrooms in regard to the curriculum and STAAR objectives. We will continue to focus on consistent implementation of guided reading and writing in the classroom and across all subjects to include specials, in addition to balanced literacy.

A very clear expectation for the achievement of all students exceeding expectations or 1 1/2 years growth in reading.

Strong staff development in regard to the math and science TEKS and Expectations.

Family and Community Involvement

Family and Community Involvement Summary

Parent and community involvement is critical to the success of our children. In regard to parent volunteers, our campus has a very select number of volunteers. These volunteers are very committed and spend a great deal of time on campus. However, in regard to parent support, we are stronger in this area. Most of our parents attend our nine week parent conferences. Teacher share students' successes, needs and upcoming curriculum. Our attendance rate of our students is high, so our parents value what is happening in the classrooms. For the most part, parent support of teachers is very high.

Our CIS social worker and nurse, build strong partnerships between agencies to support our student and family needs.

Shadow Oaks added a "When Are You Coming to My House?" home visit plan for all teachers to visit at least the students identified in the bottom quartile.

Further, Shadow Oaks will begin a "Room Parent Program" to recruit parent involvement.

Shadow Oaks hosts ESL classes four days per week for parents/community. Further, we have multiple programs through CIS for parents about various topics.

Family and Community Involvement Strengths

Shadow Oaks holds nine week conferences for our parents to pick up their child's report card. This allows a face to face conference between the teacher and parent. We were excited with the addition: "When Are You Coming to My House?" home visits and a new Parent Teacher Partnership.

We have several programs we are very proud of their success. Our librarian host bi-weekly Toddler's and Tales time for our non school age children in the community to come read, play and get a book for home. This gives them school experience, exposes them to reading and provides modeling for our parents on how to read with their child at home.

We have monthly library nights which are very successful. At any and all evening events, we give books away to grow our children's home libraries.

We have an amazing business partner, MetroNatiional, who is very supportive with new initiatives, student and teacher support.

Family and Community Involvement Needs

Shadow Oaks need to continue to develop strong partnerships with our parents with the establishment of the home visits and Parent Teacher Partnership.

A campus focus will be the increased knowledge of Adult and Student Mindset and the impact it has for our children.

Establishing various strategies to attract parents to attend events focused on academic support for their children.

School Context and Organization

School Context and Organization Summary

Shadow Oaks has several structures for organizational leadership.

- Instructional Support Team: Administrators, four academic instructional coaches, one behavior/ABL/Playworks instructional coach, counselor and librarian
- Instructional Leadership Team: Included IST, plus team leaders
- Campus Committee leadership
- Project leaders to include Adult Mindset, Student Mindset, Language Acquisition, Balanced Literacy and Effective Instruction
- Campus Improvement Team: Includes voting members, plus ad hoc members ILT, IST

Shadow Oaks implements the Campus Improvement Plan through committees.

School Context and Organization Strengths

The shared leadership among the organizational leadership allows ownership and development of teacher leaders. Our teachers are a part of one of five committees to address our Three-Year Strategic Goals. Systems are in place to monitor progress of the implementation of the CIP. Shadow Oaks is focusing on Professional Learning Communities.

School Context and Organization Needs

Time is always a factor for the amount of work and planning on the teacher's part. A continuous focus on utilizing time effectively and looking for ways to increase the amount of time teacher's have to thoughtfully plan based on data.

Development of Adult Leadership among our teams will be an important factor to raise our OHI score. Continuous work with Adult Mindset will be important.

Technology

Technology Summary

Shadow Oak has a significant amount of technology on campus; however the technology is becoming outdated. Classrooms have Activbaords, netbooks, itouches and a few ipads. Our campus received a PK - 2nd grade Refresh Technology Deployment: PK - 1st grade - 8 mini Ipads and 2nd grade - 12 Chrome Books. We have devices for home check out for students, such as lap tops and hot spots. Our library has additional technology.

Technology is used on a daily basis in classrooms through the activboard and workstations.

Technology Strengths

The librarian models lessons that integrate technology and provides support to teachers with technology. All of our teachers now comfortable with technology and are utilizing technology daily.

Shadow Oaks has several Tech U staff development opportunities to explore and learn about technology opportunities in the classrooms.

Technology Needs

Shadow Oaks need more user friendly technology for our students. Continued learning about technology as a resource for classroom instruction.

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

- 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 1: Shadow Oaks Elementary will ensure 100% of their students will meet or exceed grade level expectations and/or their individualized goals and objectives. Students who are below grade level on Fall baseline data will show at least 1-1/2 years' growth by the end of the school year.

Evaluation Data Source(s) 1: STAAR, TELPAS, Campus and District Benchmarks, OS, DRA/EDL, At-Risk Data, Attendance Reports, Retention Reports, RtI Data

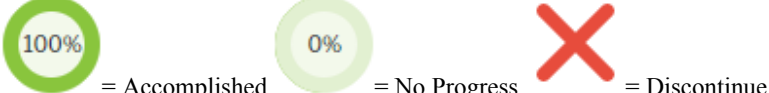
Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) Literacy Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format.</p> <p>Emphasis on Words Their Way, Guided Reading, Shared Reading/Read Aloud, Independent Reading, Writer's Workshop and Genre Study.</p> <p>Students will read independently 20 minutes per day during class, before school during RISE Time, throughout transition times during the day and homework.</p> <p>Use STAAR, TELPAS, and PSA data to vertically align balanced literacy across all grade levels.</p> <p>Conduct continual side by side coaching with all teachers, instructional specialists and administrators (Leverage Leadership Model), weekly planning meetings and residencies.</p> <p>Book Study: Words Their Way</p>	2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts Professional Learning Committee	Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data			
Funding Sources: 211 - Title I, Part A - 51405.00, 211 - Title I, Part A - Focus Grant - 23251.00						

<p>State System Safeguard Strategy</p> <p>2) Literacy Continued: Implement school wide genre study and independent reading program. Campus goal for independent reading is 60,000 books.</p> <p>Implement Lego Story Starter Program.</p> <p>Maintain and purchase materials to support language arts instruction.</p>	<p>2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts Professional Learning Committee</p>	<p>Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data</p>			
<p>3) Math: Ensure each PK - 5th grade classroom is implementing rigorous and relevant math instruction through the use of small group instruction, problem solving and technology rich instruction.</p> <p>Utilize STAAR, TELPAS and PSA data to vertically align math instruction: number sense, model drawing, number bonds, math talks and homework.</p> <p>Implement online resources.</p> <p>Implement School wide math facts program. Integrate math facts through kinesthetic learning.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Maintain and purchase materials to support math instruction.</p>	<p>2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Math/Science Professional Learning Committee</p>	<p>Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data</p>			

<p>State System Safeguard Strategy</p> <p>4) Science: Ensure each PK - 5th grade classroom is implementing rigorous and relevant science instruction through the use of hands-on activities, project based learning and lab activities. Focus on the integration of science among other content areas and direct vocabulary instruction.</p> <p>Use STAAR, TELPAS and PSA data to vertically align writing instruction.</p> <p>Continue Science Field Day and Science Fair.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs. Maintain and purchase materials to support science instruction.</p>	<p>4, 8</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Math/Science Professional Learning Committee</p>	<p>Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data</p>			
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<p>5) Second Language Development: Ensure each PK - 5th grade classroom implementing rigorous and relevant instruction to increase the first and second language development.</p> <p>Utilize a Scope & Sequence to teach all Language TEKS across all grade levels.</p> <p>Participate in AIR professional development and utilize AIR as a resource.</p> <p>Implement a campus wide vocabulary focus across content. Utilize strategies such as the Marzano and Frayer models.</p> <p>Classrooms will develop a vocabulary word banks based on the SBISD Curriculum.</p> <p>Monitor all LEP students based on the Reading TELPAS data.</p> <p>Utilize writing samples and running records along side the ELAR/ARLA data to monitor progress for TELPAS.</p> <p>Ensure writing instruction across all content areas. Increase opportunities for English Writing.</p> <p>Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs.</p> <p>Book Study: Word Nerds</p> <p>Maintain and purchase materials to support ESOL instruction.</p>	<p>2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Math/Science Professional Learning Committee</p>	<p>Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data</p>			
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<p>State System Safeguard Strategy</p> <p>6) Data Analysis: Participate in the District Priority Standards Assessments and STAAR Release Assessments. Develop and implement schedule for campus based assessments. Conduct one-on-one conferences with administrators, instructional specialists and individual teachers in PK-5 grade following assessments to review, interpret, and thoughtfully plan for instruction. Planning will include acceleration and remediation to close the gaps indicated on the assessment data.</p> <p>Provide an extended planning block for all grade levels. Extending planning will focus on Math/Science instruction, data analysis and item analysis.</p> <p>Focus on daily schedules to ensure bell to bell instruction.</p> <p>Utilize Teach Like a Champion.</p> <p>Examine Effective Instructional Practices by utilizing Visible Learning by John Hattie.</p>	1, 2, 4, 8, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data			
<p>Funding Sources: 211 - Title I, Part A - 6500.00</p>						
<p>7) Instructional Support: Continue to implement a 2nd- 5th grade academic support program (Wise Time). Students will participate in a 4 day - 30 minute program targeting data driven by language arts and math objectives. Instruction will be grouped based on data and provide both acceleration and remediation. Targets will address passing standard, closing the gap, and college readiness of the State Accountability.</p>	1, 2, 4, 8, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	Team Leader Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs Coaching Agendas/Minutes/Schedule Evidence through Small Group Instruction Eduphoria Data LEP Data			
						

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 2: By the end of 2nd and 5th grades, 70% of our students will achieve advanced development in reading on the DRA/EDL (2nd grade) and DRA (5th grade).

Evaluation Data Source(s) 2: DRA, EDL, Campus and District Assessments

Summative Evaluation 2:

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: By the end of the 4th and 5th grades, 70% of the students will meet passing criteria on the Writing STAAR test (4th) and the TELPAS Advanced High in Writing (5th).

Evaluation Data Source(s) 3: STAAR, TELPAS

Summative Evaluation 3:

Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 4: By the end of 5th grade, 70% of our students with 5 or more years in the U.S. will meet LEP exit criteria.

Evaluation Data Source(s) 4: STAAR, TELPAS

Summative Evaluation 4:

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.




Performance Objective 1: Shadow Oaks Elementary will remove barriers and provide support for our students to be actively engaged in the classroom. All students will meet or exceed the Campus and District attendance and discipline expectations to ensure all students are present and learning in the classroom.

Evaluation Data Source(s) 1: Calendar of events, Teacher and Family Survey, Attendance of participants, STAAR, TELPAS, Campus and District Benchmarks, OS, DRA/EDL, At-Risk Data, Attendance Reports, Retention Reports, RtI Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Continue Toddlers and Tales (early literacy) through bi-weekly library time for Shadow Oaks families with children ages 1-3.</p> <p>Continue distribution of books at all evening events to promote family libraries in the home.</p> <p>Maintain and purchase materials to support library outreach.</p>	2, 6	Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts Professional Learning Committee	ILT Agenda/Minutes CIT Agenda/Minutes Committee Agenda/Minutes Family Survey			
<p>2) Increase active involvement of parents in their children's education through campus wide home visits in the Fall and Spring.</p> <p>Develop plan for the recruitment, training, participation and celebration of classroom room parents.</p>	2, 6, 10	Instructional Leadership Team, Team Leaders, Classroom Teacher, CIS	ILT Agenda/Minutes CIT Agenda/Minutes Committee Agenda/Minutes Family Survey			
<p>3) Increase active involvement of parents in their children's education through classes offered to parents:</p> <ul style="list-style-type: none"> * Reading Strategies * Math Strategies * English Classes * Technology * Nutrition * Behavior Management <p>Maintain and Purchase items to support the classes for parents.</p>	2, 6, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers CIS	ILT Agenda/Minutes CIT Agenda/Minutes Committee Agenda/Minutes Family Survey			
Funding Sources: 211 - Title I, Part A - 2265.00						
<p>4) Utilize Title I Funds to support the funding of grade level intervention specialists to support the planning and implementation of classroom instruction and provide support through the RtI model.</p> <p>Monitor students in the RtI model through weekly Instructional Support Team Meetings.</p> <p>PK- 1st specialist, 2nd - 3rd grade specialist, and Teacher/Professional Development Specialist 4th - 5th grade.</p>	2, 4, 9, 10	Instructional Leadership Team	ILT Agendas/Minutes CIT Agenda/Minutes			
Funding Sources: 211 - Title I, Part A - 144780.00						

<p>5) Monitor weekly attendance (absences and tardies) and discipline to create action plans to support students and parents.</p> <p>Implement School Wide Procedures handbook. Implement teacher procedures to accompany student expectations.</p> <p>Continue school wide/grade level communication logs with parents.</p> <p>Daily counts for absences prior to 9:00 am to contact parents and encourages students to arrive by 9:00 am for students who frequently have absences.</p>	2, 8, 9	Instructional Leadership Team, Campus Improvement Team, ADA	Weekly Attendance Records Weekly Discipline Reports ILT Agendas/Minutes CIT Agendas/Minutes			
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 = Accomplished
  = No Progress
  = Discontinue

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Shadow Oaks Elementary will ensure 100% of their students will be provided in-school and out-of-school enrichment opportunities to stretch their thinking in alignment with the curriculum.

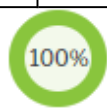
Evaluation Data Source(s) 1: STAAR, TELPAS, Campus and District Benchmarks, OS, DRA/EDL, At-Risk Data, Attendance Reports, Retention Reports, RtI Data

Summative Evaluation 1:

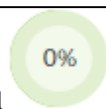
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Implement student goal setting opportunities in the academic and non-academic settings. Provide students opportunities to participate in rating scales (character strengths) and interest surveys (reading).</p> <p>Third - Fifth grade will get SMART goals related to classroom instruction, assessment and STAAR. Students will track progress.</p>	2, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs			
<p>2) Provide Playworks recess program to build community, resiliency, and leadership for students in PK - 5th grade. Implement core components: recess, in-class game time, Junior Coaches and after school programming. Refine and implement teacher procedures for recess. Data analysis of discipline referrals for both recess and classroom, attendance and school culture will evaluate program effectiveness and provide valuable programming improvements.</p> <p>Continue to implement plan to utilize ERS radios during recess for safety and communication.</p> <p>Maintain and purchase materials to support the recess program.</p>	2, 9, 10	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers Playworks Coach	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Playground Walk Throughs			
Funding Sources: 211 - Title I, Part A - 14000.00						

<p>3) Enhance the "Action Based Sensory Motor Lab" to provide students (PK-1sr, Lifeskills, PPCD, Apple and Resource) brain based learning instruction.</p> <p>Implement Math Action Based Lab for grades 2nd - 5th.</p> <p>Pre-assessment and post-assessment of motor skills through health fitness. Develop plan to target needed motor skills for individual students.</p>	2, 9, 10	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and ABL Walk Throughs			
<p>4) Provide Project Class as a school-based social and relationship skills program for grades PK - 2nd.</p> <p>Train all PK-2nd grade, specials, intervention and support staff in order to effectively teach social skills.</p> <p>Project Class will provide weekly follow-up services to work directly with students, staff, and classrooms.</p>	2, 9, 10	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Playground Walk Throughs			
Funding Sources: 211 - Title I, Part A - 7500.00						
<p>5) Participate in campus and grade level Social Studies projects that will include the purposeful teaching of workforce skills, such as, collaboration, cultural awareness, empathy, global perspective, written and oral communication.</p> <p>Coordinate National and State celebration days, character strengths, and broadcast features.</p>	2, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers Language Arts/Social Studies Professional Learning Committee	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs			
<p>6) Provide leadership development opportunities for fourth and fifth grade students.</p> <p>* Character Strengths focus * Tribes opportunities during Extended Planning * All fifth graders will hold a school Job * Student Council</p>	2, 9, 10	Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Interest Surveys, List of Leadership Opportunities			

<p>7) Highlight talents and accomplishments through monthly grade level showcases and other events:</p> <ul style="list-style-type: none"> * Library * Music and Health Fitness Performances * Art Shows * Display of grade level social studies projects * Display of science projects * Honor Roll (2nd - 5th) * Kinder and 5th Grade Graduation * Talent Show 	6, 9	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers</p> <p>College/Leadership Professional Learning Committee</p> <p>Social Emotional Professional Learning Committee</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Calendar of Events</p>			
<p>8) Provide students the opportunity to participate in fine arts activities/performances on and off campus, such as, Rodeo Art, District Choir Performances, Spelling Bee, Junior Achievement, District Track Meet.</p>	8	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Specials Teachers</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Calendar of Events</p>			
<p>9) Seek after school programming to support the four common academic areas: language arts, math, science, and social studies, as well as the social and emotional growth of our at-risk students.</p>	2, 9, 10	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers, Playworks Coach</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, List of Program Opportunities/Participation</p>			
<p>10) Implement a School-wide Positive Behavior Support System. Develop a Tiered System to support classroom and individual student behaviors.</p> <p>Implement revised school-wide procedures for common areas. Provide procedures for teaching and reinforcing procedures.</p> <p>Implement a school-wide system to teach and integrate campus character strengths.</p>	2, 4, 8, 9	<p>Instructional Leadership Team, Campus Improvement Team, Team Leaders, Classroom Teachers</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom Walk Throughs</p>			



= Accomplished



= No Progress



= Discontinue




Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

Performance Objective 1: Shadow Oaks Elementary will provide experiences to ensure 100% of our students, parents, and staff believe our students can attain a T-2-4 program.

Evaluation Data Source(s) 1: Teacher and Family Survey, Check Point Surveys, List of Completed Activities, Attendance Data, Discipline Data, STAAR, TELPAS, NRT, Campus and District Benchmarks, OS, DRA/EDL, At-Risk Data, Attendance Reports, Retention Reports, Rtl Data, Agendas/Minutes

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Provide leadership training for all campus staff to build highly effective teams.</p> <p>Conduct Study of Professional Learning Communities.</p> <p>Continue to expand leadership opportunities throughout the campus to increase shared leadership.</p> <p>Develop peer observation opportunities to observe "best" practices and build "next" practices.</p>	4, 5	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Master Calendar			
<p>2) Provide Mindset training for all campus staff and parents to build common understanding, language, and practices to increase student success.</p> <p>Conduct Book Study: Mindset: The New Psychology of Success by Carol Dweck.</p>	2, 4, 5, 6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Master Calendar			

<p>3) Create activities in alignment with the social studies and science TEKS that focus on careers; highlight careers within academic areas as noted in nine week plans, schedule community speakers throughout the year during and after school in alignment with the curriculum.</p>	<p>2, 3, 4</p>	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p> <p>Language Arts/Social Studies and Math/Science Professional Learning Committee</p> <p>College/Leadership Professional Learning Committee</p> <p>CIS</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Calendar of Events</p>			
<p>4) Continue college of the month focus. Promote college through activities such as, college T'shirt day, pennants, displays, broadcast announcements, Owl Pride Assemblies, and guest speakers. Deliver college message to parents through all events, conferences, newsletters and meetings.</p>	<p>2, 5, 6</p>	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p> <p>College/Leadership Professional Learning Committee</p> <p>CIS</p>	<p>Team Meeting Agendas/Minutes ILT Meeting Agendas/Minutes Lesson Plans Classroom and Campus Walk Throughs, Master Calendar</p>			
<p>5) Participate in SBISD "Share a Smile" customer service plan.</p> <p>* Identify and complete campus customer service activities</p> <p>* Implement customer service survey</p>	<p>2, 4, 5, 6</p>	<p>Instructional Leadership Team, Campus Improvement Team, Classroom Teachers</p> <p>Office staff</p>	<p>Survey Results</p> <p>Check Point Surveys</p> <p>List of Activities</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>Language Arts, Math, Science, Social Studies, Second Language Development, Rigor and Relevance, After School Programs, Character Education, Literacy Initiative, and Wise Time</p>	1, 6, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	STAAR TELPAS PSA OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>See 1.1 and 1.2</p>	2	Instructional Leadership Team, Team Leaders, Classroom Teachers	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>Utilize Title I funds to support the funding of grade level intervention specialists to support the planning and implementation of classroom instruction and provide support through RtI model.</p> <p>Wise Time Tutorials</p>	1, 2, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			




<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p>	<p>2, 4, 8, 9, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers Technology Professional Learning Committee</p>	<p>STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. Increase active involvement of parents in their children's education through classes offered to parents: ESL, Reading Strategies, Math Strategies, Nutrition, Behavior Management, Toddler and Tales</p>	<p>2, 6</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS</p>	<p>Calendar of Events Teacher and Family Survey Attendance of participants</p>			
<p>6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Conflict resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * TRIBES * Behavior Management Continue Playworks to build community, resiliency and leadership for students in PK - 5.</p>	<p>2, 4, 10</p>	<p>Instructional Leadership Team, Team Leaders, Classroom Teachers, CIS</p>	<p>STAAR TELPAS, PAS, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention</p>			

<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Strengthen systems to clearly communicate the expectations/roles for all teachers (focusing on specials team) servicing the student.</p> <p>Focus on Accommodations/Modifications in the classroom</p>	2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p>	2, 4, 8, 9, 10	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>Provide staff development</p>	2, 4, 8	Instructional Leadership Team, Team Leaders, Classroom Teachers, Special Education Team	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>Utilize Title I Funds to support the funding of grade level intervention specialists to support the planning and implementation of classroom instruction and provide support through the RtI model. PK- 1st specialist, 2nd - 3rd specialist, 4th - 5th grade Teacher/Professional Development Specialist.</p> <p>Wise Time</p>	2, 4, 9, 10	Instructional Leadership Team	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			Funding Sources: 199 - General Fund: SCE (At-Risk) - 8593.00

<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school, Computer assisted instruction</p> <p>Small group instruction, tutorials, after school program, WISE Time</p>	2, 4, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships 	4, 6	Instructional Leadership Team, Campus Improvement Team, Parent Involvement Professional Learning Committee, CIS	Teacher and Family Survey Agendas and Minutes Visitor and Volunteer Reports			
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Bilingual Program * Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	2, 4, 9	Instructional Leadership Team, Technology Professional Learning Committee, Math Professional Learning Committee, Language Arts Professional Learning Committee, Science Professional Learning Committee, Special Education Team	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			

<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>Faculty Meetings, Team Meetings, Extended Planning Meetings</p>	2, 4, 9	Instructional Leadership Team, Team Leaders, Classroom Teachers	STAAR TELPAS, PSA, OS, DRA/EDL Teacher and Family Surveys At-Risk Data Attendance Retention			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>Hold monthly meetings for new teachers with lead mentor teacher and administrator</p>	2	Instructional Leadership Team, Lead Mentor	Teacher Survey, Teacher Retention Data			
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>Participate in recruiting opportunities with Human Resources.</p> <p>Update Campus Website.</p>		Instructional Leadership Team Front Office Staff Technology Professional Learning Community	Teacher and Family Survey Website			
<p>17) 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.</p>	4, 6	Instructional Leadership Team, Campus Improvement Team	Agenda/Minutes, Teacher and Family Survey			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>Kindergarten Round Up</p>	6, 7	Instructional Leadership Team, Pre-Kindergarten and Kindergarten Teachers	Campus Calendar Agenda/Minutes			

<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students.</p>	4	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Staff Development Calendar Agenda/Minutes			
<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Spiral, PGP and Differentiated Small Group Instruction.</p>	1, 2	Instructional Leadership Team, Campus Improvement Team	Staff Development Calendar, Agenda/Minutes			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct Parent Meeting.</p>	1, 2	Instructional Leadership Team, Campus Improvement Team	GT Evaluation, Agenda/Minutes			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 	1, 2, 8	Instructional Leadership Team, Campus Improvement Team, Health and Safety Professional Learning Committee	Agenda/ Minutes, School Health Index			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <p>*offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.</p> <p>Open House and First Nine Week Parent Conferences. Reviewed at each Parent Conference</p>	1, 2, 6	Instructional Leadership Team, Campus Improvement Team, Classroom Teachers	Campus Calendar, Agenda			

24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. Open House and Parent Meetings	1, 2, 6	Instructional Leadership Team, Campus Improvement Team	Campus Calendar, Agenda			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Literacy Ensure each PK-5th grade classroom is fully implementing rigorous and relevant instruction using the balanced literacy format. Emphasis on Words Their Way, Guided Reading, Shared Reading/Read Aloud, Independent Reading, Writer's Workshop and Genre Study. Students will read independently 20 minutes per day during class, before school during RISE Time, throughout transition times during the day and homework. Use STAAR, TELPAS, and PSA data to vertically align balanced literacy across all grade levels. Conduct continual side by side coaching with all teachers, instructional specialists and administrators (Leverage Leadership Model), weekly planning meetings and residencies. Book Study: Words Their Way
1	1	2	Literacy Continued: Implement school wide genre study and independent reading program. Campus goal for independent reading is 60,000 books. Implement Lego Story Starter Program. Maintain and purchase materials to support language arts instruction.
1	1	4	Science: Ensure each PK - 5th grade classroom is implementing rigorous and relevant science instruction though the use of hands-on activities, project based learning and lab activities. Focus on the integration of science among other content areas and direct vocabulary instruction. Use STAAR, TELPAS and PSA data to vertically align writing instruction. Continue Science Field Day and Science Fair. Continue staff development opportunities through faculty meetings, grade level planning meetings, individual coaching and planning, vertical teams, and book clubs. Maintain and purchase materials to support science instruction.
1	1	6	Data Analysis: Participate in the District Priority Standards Assessments and STAAR Release Assessments. Develop and implement schedule for campus based assessments. Conduct one-on-one conferences with administrators, instructional specialists and individual teachers in PK-5 grade following assessments to review, interpret, and thoughtfully plan for instruction. Planning will include acceleration and remediation to close the gaps indicated on the assessment data. Provide an extended planning block for all grade levels. Extending planning will focus on Math/Science instruction, data analysis and item analysis. Focus on daily schedules to ensure bell to bell instruction. Utilize Teach Like a Champion. Examine Effective Instructional Practices by utilizing Visible Learning by John Hattie.

Campus Funding Summary

199 - General Fund: SCE (At-Risk)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	At-Risk	6399	\$8,593.00
Sub-Total					\$8,593.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials for all content areas: Reading, Writing, Math, Science, Socials Studies, and Second Language Development	Supplies/Materials (6399)	\$4,130.00
1	1	1	Tutorials	Other Payroll (6116)	\$20,000.00
1	1	1	Fees for Professional Conferences/Staff Development	Professional Conferences (13.6411)	\$2,500.00
1	1	1	Fees for Professional Conferences/Staff Development	Professional Conferences (23.6411)	\$1,000.00
1	1	1	Professional Development Reading Materials	Other Reading Materials (13.6329)	\$4,000.00
1	1	1	Supplemental Classroom Reading Materials	Magazines & Periodicals (6325)	\$4,275.00
1	1	1	Software	Software (11.6397)	\$12,000.00
1	1	1		Professional Reading Material (23.6329)	\$500.00
1	1	1	Misc. Contract Services	Misc. Contract Services (13.6299)	\$3,000.00
1	1	6	Substitutes for Data Conferences	Substitutes (6112)	\$6,500.00
2	1	3	Supplies and snack items for parent involvement activities	Parent Involvement (61.6499)	\$2,265.00
2	1	4	Title I Intervention Personnel	Title I Intervention	\$144,780.00
3	1	2	Misc. Contract Services	13.6299	\$14,000.00
3	1	4	Misc. Contract Services	13.6299	\$7,500.00
Sub-Total					\$226,450.00
211 - Title I, Part A - Focus Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fees for Professional Conferences/Staff Development		\$8,000.00

1	1	1	Instructional Materials for all content areas: Reading, Writing, Math, Science, Social Studies		\$5,000.00	
1	1	1	Tutorials		\$10,251.00	
					Sub-Total	\$23,251.00
					Grand Total	\$258,294.00