

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



Mission Statement

- Every child at Terrace will attain the academic skills, personal values, and develop the intellectual habits needed to successfully pursue their dreams and become productive members of the global community.

Vision

Every child, every way, every minute, every day. Every child at Terrace will be provided with the support that is needed for them to reach their highest potential. Every child will be academically prepared to take at least 1 advanced course in 6th grade. Every child at Terrace will have an opportunity to develop their talents and gifts through a well rounded experience.

Value Statement

Every Child
Collaborative Spirit
Collective Greatness
Limitless Curiosity
Moral Compass

Comprehensive Needs Assessment

Demographics

Demographics Summary

Terrace had approximately 460 students in 2014-15. We had 410 in 2016-17, we now have 385 students.

Demographics are as follows:

- AA 17
- Hispanic 282
- White 44
- Asian 17
- Other 5
- ED 237
- ELL 140
- At Risk 198 students
- Mobility
- Bil
- GT 11
- Sped
- Dyslexia
- Homeless

Demographics Strengths

- Diverse campus population.
- Multiple cultures represented.
- Low mobility rates
- Teachers live in the community and send their children to our school.
- Neighborhood school, close community
- Small bilingual population

Demographics Needs

- Small bilingual population
- Multiple families living together
- % of At-Risk or on Free and Reduced lunch
- LEP, Hispanic and ED populations performing lower than other student populations
- Some of the bilingual students are stronger in English with oral language because their parents speak English fluently.
- High % of students receiving special education services.
- Enrollment count is declining. We are down almost 100 students since 2014

Student Achievement

Student Achievement Summary

Terrace has met standard this year and improved on each index. Terrace is now Former Improvement Required.

ELL, ED, and Sped continue to be the lowest performing groups.

Significant increases in 4th grade reading and writing, 3rd grade level III.

3rd grade Reading –slight decline in level II, increases in level III

All students from 70% to 65% level II and from 11% to 19% level III

Hispanic from 63% to 56% level II and from 5% to 12% level III

Econ. Dis from 67% to 58% level II and from 7% to 15% level III

White from 80% to 86% level II and from 20% to 29% level III

3rd grade Reading Spanish –decline in level II, no change in level III

All students from 60% to 50% level II and from 0% to 0% level III

Econ. Dis from 64% to 55% level II from 0% to 0% level III

3rd grade Math –slight improvement in level II and level III

All students from 58.21% to 60% level II and from 3% to 1.5% level III

Hispanic from 52.94% to 52% level II and from 4% to 3% level III

Econ. Dis from 57.45% to 54% level II and from 0 % to 6% level III

White from 69.23% to 100% level II and from 7.7 % to 29% level III

4th grade Reading – significant improvement in level II

All students from 51% to 66% level II and from 9% to 8% level III

Hispanic from 45% to 64% level II and from 5% to 2% level III

Econ. Dis from 36% to 64% level II and from 5% to 6% level III

White from 58% to 83% level II and from 21% to 25% level III

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4th grade Spanish Reading –not enough students to make a group

3 students tested, 1 passed.

4th grade Math – improvement in His/ED level II

All students from 62.5% to 61% level II and from 6.94 % to 7% level III

Hispanic from 50% to 60% level II and from 6.25 % to 4% level III

Econ. Dis from 50.98% to 61% level II and from 3.92% to 8% level III

White from 83.33% to 69% level II and from 11.11% to 8% level III

4th grade Writing – significant increase in level II and increases in level III

All students from 35% to 67% level II and from 2% to 6% level III

Hispanic from 29% to 60% level II and from 0% to 2% level III

Econ. Dis from 28% to 61% level II and from 2% to 2% level III

White from 37% to 92% level II and from 5% to 17% level III

4th grade Spanish Writing – not enough students tested to make group

3 students tested, 0 passed.

5th grade Reading – significant decline

All students from 86% to 65% level II and from 23% to 18% level III

Hispanic from 82% to 59% level II and from 7% to 11% level III

Econ. Dis from 82% to 56% level II and from 5% to 9% level III

White from 93% to 79% level II and from 21% to 14% level III

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5th grade Math –improvement in level II and III

All students from 67.57% to 71% level II and from 10.81% to 11% level III

Hispanic from 59.26% to 63% level II and from 3.7 % to 9% level III

Econ. Dis from 53.33% to 65% level II and from 4.44% to 11% level III

White from 85.71% to 93% level II and from 21.43% to 14% level III

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5th grade Science -decline

All students from 63%to 55% level II and from 11% to 3% level III

Hispanic from 53% to 54% level II and from 7% to 2% level III

Econ. Dis from 50% to 52% level II and from 5% to 5% level III

White from 86% to **43%** level II and from 21% to 0% level III

Performance Index Report –increase in all 4 indexes

Index 1- Student Achievement (target 60): **65** (61 in 2015)

Index 2 – Student Progress (target 30): **40** (38 in 2015)

Index 3 – Closing Performance Gaps (target 28): **35** (27 in 2015)

Index 4 – Postsecondary Readiness (target 12): **22** (21 in 2015)

Safeguards: **10 of 20 performance rates met if target is 60%**. Increase in # of safeguards met

(5 of 13 performance rates met, 5 of 5 participation rates met 2015)

Over 60% of our ELL students made progress on 2 of 3 measures by the end of the school year.

Student Achievement Strengths

% of students on or above grade level by the end of 2nd grade continues to increase.

58% of our ELL students met standard on all subjects all grades STAAR. Our goal was 60%. This is an increase from 48% the previous year.

At least 60% of all students in 3rd - 5th met standard on the math STAAR.

68% of 4th grade students met standard on Writing STAAR. Our goal was 60%. This is an increase from 37% the previous year.

Terrace has met standard this year and shown progress on each index. Former Improvement Required.

Student Achievement Needs

Students continue to struggle with math problem solving, deep analysis of text, and academic vocabulary.

ED and ELL students continue to lag behind in performance although there were increases in these areas.

Our special education students struggle to meet standard on STAAR although they are making progress on IEP and other classroom assessment data.

Science STAAR performance decreased this year and will need to be a focus campus wide to ensure sustained improvement.

School Culture and Climate

School Culture and Climate Summary

OHI survey results: Very High (2015 High)

Tripod results remained very similar to 2015 scores.

Teacher retention has improved.

Staff culture present – vision, mission, core values, faculty norms and expectations, celebrations/Sunshine, wellness.

Student culture – PBIS, School wide Expectations – 4 Bs, all common areas, Star Student, Breakfast of Champions, Girls on the Run, Let Me Run, Girls club, Patrols, Marathon Kids, and Ensemble.

Student service club and student council did not occur this year due to lack of a sponsor.

School Culture and Climate Strengths

- Despite being IR, the campus OHI survey improved from High to Very High this year, above district average in most areas.
- Several SBISD employees and campus employees send their children to our school.
- Terrace has a positive reputation of being a small neighborhood school with incredibly dedicated staff members.
- We have worked to create a shared vision, mission, and set of core values.
- We have determined faculty norms that keep us engaged in our work.
- We have set up systems to support a positive student culture: Positive Behavior Support, Student Recognitions and Celebrations, Rise and Shine opportunities.
- We have systems to support a positive staff culture: Sunshine, Culture Tracker, Health and Wellness opportunities, Celebrations and recognitions.
- Positive Tripod survey outcomes in the area of Care. Positive OHI survey data from teachers and parents.
- Discipline referrals continue to decrease.
- Teacher committees have taken ownership of the campus events and activities for students and families.
- PLC have been formed to work on instruction issues vertical alignment.

School Culture and Climate Needs

- Refine and improve upon our PLC structures, processes, and products.
- Definite, clear communication needs to occur amongst all staff, especially new, students and parents regarding our vision, mission, values, norms, and expectations for behavior.
- Continue to increase opportunities to be recognized for the positive and increased opportunities to demonstrate leadership.
- Continue to increased opportunities for staff recognition and celebration.
- Continue to improve our parental involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2015-2016 – Blanco's fourth year. TCE was IR/Focus school. Teacher turnover at the end of the year: 6. 1 transfer, 1 change in role, 1 move, 1 left education, 2 stayed home with family. I coach position is dissolved, Opportunity Culture position created. Blanco able to hire 2 teacher leaders to fill 3rd grade/Prof. Dev. Coach position.

All other teams remained the same and team performance continues to increase each year.

New hires: 2 novice teachers, 4 with experience. Of the 4, 2 have their administrator certification.

Staff Quality, Recruitment, and Retention Strengths

- Staff turnover continues to decrease.
- Only 2 novice teachers joining the staff.
- Almost all teachers now have 3 or more years of experience.
- Teachers taking ownership, seeking out leadership opportunities, and working closely with teammates during PLC time.

Staff Quality, Recruitment, and Retention Needs

- Although we don't have as many novice teachers, we still have some in 1-3rd years that need support in order to really grow and develop.
- Difficulty finding highly qualified bilingual teachers that met our expectations.
- Need to focus on coaching - observation and feedback in order to move from good to great.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Terrace Reading and Writing Curriculum and Instruction is a Balanced Literacy Approach.
- We utilize and expect to see all components of Balanced Literacy daily including Writer's Workshop, small group instruction. etc.
- Math in Focus is our new math curriculum for grades 1-5. Kinder utilized Kathy Richardson Math.
- 2nd and 3rd grade continues to implement CCP in language arts and 4th grade attended training in May to support their incoming students.
- Stemsopes has been adopted for science in K -5.
- SBISD has updated the Social Studies curriculum so that it can be easily integrated into Language arts.
- Bilingual schools will continue with the OWDL model with some flexibility regarding language rotation and schedule. Science will now be taught in English from 2nd grade on up.
- Terrace implements Project CLASS to teach social skills.

We focused our work during PLC time towards monitoring student growth, data, and professional development with an emphasis on writing and ELL students in support of our IR goals. We reviewed journals in gr. 3-5th, Primary math data and EOY assessments, 3rd and 4th math assessments, 4th writing assessments, and monitoring progress in Primary grades. Discussions resulted in action steps/changes in practice to support desired results, creation of intervention groups, and plans for remediation/acceleration and monitoring based on data.

Data meetings were held after Nov. benchmarks to make instructional and language decisions. Teachers completed data analysis sheets and came prepared to meetings to discuss findings and action plan. Tutoring groups and intervention groups were formed and staff members were assigned to begin in class and pull out tutoring and intervention, as well as after school tutoring.

Student profile sheets were completed and each teacher met with Principal for SOC meetings. Conversations resulted in SSC/RTI referrals, counselor referrals, mentor referrals. Follow up occurred in Feb. with Mid-Year conferences/GPCs and in May with EOY conferences and GPCs.

4th grade ELA teachers used writing checkpoints to monitor the progress of revising and editing. All teachers tracked the progress of their ELL students using the ELPS document along with other data sources. ELL peer to peer observations occurred and evidence was collected to ensure implementation of ESL strategies.

Curriculum, Instruction, and Assessment Strengths

Teachers continue their professional development and improvement in their instructional practices by participating in residencies throughout the year. Our focus has been on balanced literacy, math instruction, writers workshop, CCP, and ELL strategies. Teachers have implemented new learning and instructional practices such as phonemic support strategies from Neuhaus, CCP, Empowering Writers, and Model Drawing. We have seen improvement with the implementation of these practices as our student performance data has increased. CCP has greatly impacted active discussions, student engagement, ownership and writing year in 2nd and 3rd grade

Curriculum, Instruction, and Assessment Needs

- We need to identify where each teacher falls in terms of PD support needs for balanced literacy especially since there is no longer a campus I coach.
- We need to refine our understanding of choosing the right texts and how to choose a text using data.
- Teachers need to reflect and refine planning to support DDI plan thinking with the end in mind (assessments).
- New staff members will need to get caught up to the others with regards to trainings particularly for our LEP kids and CCP.
- Staff needs continued training on writing goals for students in SSC as well as what and how to provide appropriate interventions for those students.
- We need to continue to focus on increasing academic vocabulary in english and spanish across the campus.
- We have 2 campus professional development specialists who will work supporting teachers and PD. They are new to SBISD so we will need to ensure that they understand and are well equipped to support the teachers.
- Science performance in 5th grade declined so we need to ensure vertical alignment campus wide.

Family and Community Involvement

Family and Community Involvement Summary

- Terrace is community neighborhood school. There has historically been a low mobility rate however, more families have left the area due to cost of living.
- Those families that can afford to stay in the area will stay for their child's elementary and secondary careers.
- Teachers staff members and retired Terrace staff members live in the neighborhood.
- We have a small but dedicated PTA.
- Our bilingual parents have become more active this year as volunteers and in PTA.

All teachers meet with all parents in October for fall conferences. Teachers turn in their parent communication logs monthly. Teachers frequently communicate with parents via phone, email, face to face conferences, and Remind. Each grade level provides a monthly newsletter to parents along with the campus wide newsletter, the Wolfcall. Many teachers also provide weekly newsletters to their parents. School wide communication is sent via call out, email blast, and paper flyer in both English and Spanish. Some teacher utilize classroom blogs or Twitter with their parents. We post upcoming events on the marquee. Blanco offered parent coffees with each grade level in January after the PEG letter was mailed out. We had very low attendance at these meetings.

PTA memberships have remained steady. We have seen an increase in student mentors from SWHS and we continued our partnership with 1 local businesses for mentors. We have a strong partnership with Central Bank and the United Way. Results of these partnerships include: CIT representatives, Breakfast of Champions sponsorship, Learning Together, Summer Book Clubs, 2 Children's Museum Family Nights, ESL classes for parents, and Literacy Advanced parent workshops. We need to continue working on increasing parental involvement and PTA support. It was very challenging to find PTA board members. Blanco also received feedback from some parents regarding our volunteer opportunities. Based on their feedback, we will be creating a clear procedure for onboarding and assigning volunteers on the campus.

Family and Community Involvement Strengths

- Low mobility rate leads to loyal and committed families.
- Supportive PTA whose profits directly support student activities and school resources.
- Active community - local businesses and community member have served on our CIT, PTA, as volunteers and vendors.
- Families choose to send their children to Terrace and request transfers.
- Terrace is a center for neighborhood activities such as Scouts, Champion Youth Outreach programs, YMCA, and other after school programs.

Family and Community Involvement Needs

- Although our PTA is active, it is very small. We need to increase involvement in order to sustain it's success.
- We need to continue to increase involvement of our bilingual parent population.
- We need to continue to partner with organizations who can offer parenting and family classes that support literacy, language development and social emotional learning.
- We need to plan more events focused on providing parents with training and information regarding academics, assessments, and the goals of the school.

Technology

Technology Summary

Primary technology has been refreshed..

Terrace students frequently use technology throughout the day as a tool for learning and demonstrating their knowledge.

All classrooms have similar technology devices for the children to use.

The Learning Commons has a variety of devices and desktops that the children and parents can benefit from throughout the day and overnight.

Technology Strengths

- Activboards in 1-5th classrooms, resource and music.
- I pads, minis, and I pods in every classroom
- 6 Netbooks per classroom and 1 chromebook in each class 3-5th grade.
- Students can check out internet devices overnight.
- 2 apple tables and a set of Mac desktops.
- A computer lab with laptops
- Teacher comfortable with technology and using it daily
- Staff trying to utilize platforms such as Google docs, edmodo, etc for communication

Technology Needs

- Only 1 bright link in Kinder.
- Some document cameras are not working.
- Recurring limitations with the netbooks. They often do not work.
- Students need access to programs such as Raz Kids, Lone Star, and other programs that support accelerated learning on line.
- Grades 3-5 need more technology devices such as Chromebooks to support blended and personalized learning opportunities for kids.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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




Performance Objective 1: 75% of Terrace students will be on or above grade level by the end of 2nd grade.

Evaluation Data Source(s) 1: DRA/EDL, NRT

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Consistent Implementation of Balanced Literacy: --Ensure that all teachers are trained and attend district PD and residencies</p> <p>-Understanding and utilization of the revised curriculum framework and platform</p> <p>- Continue implementing CCP in 2nd, 3rd, and support in 4th. Initial training and onboarding for 1st grade with consultant John O'Flahaven.</p>	1, 2, 3, 4, 8, 9	Principal AP PDD Coach	PD attendance reports Calendar dates of campus/district PD Campus walk throughs and observations DRA/EDL data STAAR			
<p>Funding Sources: 211 - Title I, Part A - Focus Grant - \$7,000.00</p>						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, magazines and periodicals, student consumables, small group reading instructional materials (LLI kit) and resources, additional professional books.</p>	1, 2, 4, 8, 9, 10	Principal, AP, PDCC, Intervention Specialist	Local assessment data, STAAR, TELPAS.			
<p>Funding Sources: 211 - Title I, Part A - \$2,962.00, 211 - Title I, Part A - Focus Grant - \$15,109.00</p>						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Provide opportunities for teachers to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes, pay for registration fees and travel fees.</p>	1, 2, 3, 4, 8, 9, 10	Principal, AP, PDC Coach, ILT.	Local assessment data, STAAR, TELPAS.			
<p>Funding Sources: 211 - Title I, Part A - \$9,113.00, 211 - Title I, Part A - Focus Grant - \$2,000.00</p>						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR/NRT info sessions, Kinder Round up, and grade level parent meetings.</p> <p>Funds will be used for operating expenses, snacks, books for family nights.</p> <p>We will create Summer Cooler Kits for Parents to avoid "summer melt". Every child will receive a backpack with materials, books, and activities to do over the summer with their parents. Parents will be trained at a family night and instructions/activities for parents will be included in the kit.</p>	1, 6, 7, 9, 10	Principal, AP, CIT, and ILT	Sign in sheets, calendar dates, school surveys, increased student achievement and involvement/participation of parents.			
<p>Funding Sources: 211 - Title I, Part A - \$6,145.00</p>						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Bi weekly morning PLC meeting time for grade level teams to discuss data, plan, and target student performance gaps to support Data Driven Instruction.</p>	1, 2, 4, 8, 9	Principal, AP, PDC Coach, ILT	Local assessment data, STAAR, TELPAS.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>6) Identified students in 4th and 2nd grade will participate in Learning 2Gether program after school.</p>	1, 2, 9, 10	Principal, Campus Coord. and United Way	DRA and local assessments			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>7) Accelerated Instruction will be provided for identified students through after school tutoring, online programs such as Think Through Math, I Station, Razkids and Reading A-Z. We will also offer a summer program for 12 days in July serving a maximum of 100 students grades 1-5th focusing on reading, math, and project based blended learning.</p>	1, 2, 8, 9, 10	Principal, AP, Teachers, and ILT	Local assessment data, STAAR, TELPAS, DRA, program monitoring reports.			
Funding Sources: 211 - Title I, Part A - \$3,238.00, 211 - Title I, Part A - Focus Grant - \$26,250.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Certified Reading Tutor and intervention support teacher to support students reading below grade level during the school day as part of Accelerated Instructional Plan.</p>	1, 2, 3, 8, 9	Principal	DRA/EDL levels STAAR data Anecdotal notes/SSC			
Funding Sources: 211 - Title I, Part A - Focus Grant - \$43,504.00						
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

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

Performance Objective 2: 75% of Terrace students will meet passing standards on STAAR Math. (80% by 2018)

Evaluation Data Source(s) 2: STAAR Math grades 3-5.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>1) Consistent implementation of math curriculum and resources.</p> <p>- All teachers attend MIF training offered.</p> <p>- Math intervention specialist and PDC coach will meet with teams for planning and unpacking of TEKS.</p> <p>- Understanding and utilization of the revised curriculum frameworks.</p>	1, 2, 3, 4, 8	Principal, AP, PDC coach, Intervention Specialist	PD attendance reports, calendar dates of campus/district PD. Campus walk through and observations, Math Assessment data, STAAR.			
<p>State System Safeguard Strategy</p> <p>Federal System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide a full time math bilingual intervention specialist who will collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs. Provide a part time reading tutor to support student intervention.</p>	1, 2, 3, 4, 8, 9	Principal	Local assessment data, STAAR, TELPAS, SSC documentation and data, schedule, and meeting notes.			
Funding Sources: 211 - Title I, Part A - \$73,748.00						
<p>State System Safeguard Strategy</p> <p>Federal System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>3) Purchase STAAR practice materials and books for 3rd - 5th.</p>	1, 2, 8, 9	Principal Team leaders	STAAR			

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Common Formative Assessments to monitor progress. - Data analysis meeting times needed - Training as needed for CFA - Question banks</p>	1, 2, 8, 9	Principal and A team	Assessment data Data meeting minutes			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) Vertical alignment and implementation of classroom number lines.</p>		Principal	Observations Lesson plans			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

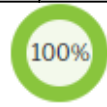
Goal 1: Spring Branch ISD believes that a great school system builds on the strengths and gifts of every child.

Performance Objective 3: 70% of Terrace students will meet expectations on Writing STAAR in 4th grade. (80% by 2018)

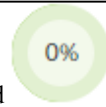
Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>1) School wide writing collection plan will be implemented. Each child will complete a writing sample, each team will review using a rubric and determine next steps for instruction with each child. Collections will occur every 9 weeks.</p>	1, 4, 8, 9	Principal I Coach	rubric calendar dates minutes from meeting action plans			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction based on this data.</p>	1, 8, 9	Principal I Coach	Assessment data Assessment calendar meeting minutes			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Writing across the all content areas by way of journaling. Students will be expected to journal in science and math. Teams will meet to discuss journal expectations, instructional needs, and vertical alignment.</p>	1, 8, 9	Principal Instructional Team	PLC minutes Calendar Student samples			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Homework will be authentic, differentiation, and provides more opportunities for student writing and response.</p>	1	Principal Team leaders	Homework policies Homework samples team plans			



= Accomplished



= No Progress



= Discontinue




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: 75% of our ELL students will meet exit criteria by the end of 5th grade. (90% by 2018)

Evaluation Data Source(s) 1: TELPAS, STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Vertical Teams will meet as a PLC 2 times per month to collaborate and discuss curriculum, problem solve, and plan.</p>	1, 2, 4, 8, 9	Principal, AP, CIT, and ILT	Sign in sheets, meeting notes, staff surveys, internal accountability system.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Terrace staff will provide a variety of opportunities and experiences for students that are relevant, engaging, and provide information that supports a global understanding of community. Includes but not limited to study trips, performances, assemblies, museum trip, author visits.</p>	1, 6, 10	Principal, ILT, CIT, and counselors.	Calendar dates, student products or performances, surveys.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Provide technology hardware and software that supports the integration of technology into instruction, inquiry and student work. Document cameras, headphones, speakers, and projectors for classrooms in need.</p>	1, 9, 10	Principal, Librarian, E trainer	Observations, campus walk throughs, student products and presentations, staff and student surveys.			

<p align="center">Critical Success Factors CSF 6</p> <p>4) Terrace will establish a Maker Space in our learning commons where classes can engage in project based learning, creative work, building, and problem solving.</p>	1, 2	Principal, librarian	Student products, sign up sheets			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Ensure that ELL strategies are implemented with consistency school wide through staff development and training. Work closely with AIR team.</p>	1, 2, 4, 9	Principal AP	Observations Walk throughs ELL performance on state and local assessments			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Purchase materials, supplies, and books to support the bilingual/ESL students and program.</p>	1, 9	Principal Instructional Team	purchase orders classroom observations			
<p align="center">Funding Sources: 199 - General Fund - \$1,000.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

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: Terrace staff will work collaboratively with all stakeholders to provide experiences that promote and build student perseverance and self efficacy.

Evaluation Data Source(s) 1: Local and state assessment data, attendance reports, discipline reports, survey, OHI survey, % participation in activities that support student culture.

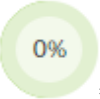
Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Terrace staff will continue to implement Love and Logic to support positive behavior and relationships.</p>	1, 2, 6	Principal, AP, PBS committee	Campus survey, discipline data			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Terrace will implement PBIS strategies to support a positive strong student culture. This will include campus wide expectations, procedures, and routines for all common areas.</p>	1, 2, 4, 9	Principal, AP, PBS committee	Campus survey, discipline data			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide opportunities for students to build leadership and character through a variety of experiences and activities including but not limited to Safety Patrols, Service Club, Student Ambassadors, Library Helpers, Marathon kids, Ensemble, Girls on the Run, Learning 2Gether, and participation in No Place for Hate.</p>	2, 10	Principal, CIT, CIS, Counselor, Teachers.	Rosters, student performances, products, and participation.			

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) CIS/Counselor Lunch Bunches - Students with perceived barriers such as open CPS cases, divorced parents, incarcerated family members, etc. will be invited to participate in Lunch Bunches with the Counselor or CIS staff member. These lunches will provide an outlet, a peer group and an opportunity to problem-solve strategies to overcome such barriers.</p>	<p>1, 2, 6, 9, 10</p>	<p>Principal, Counselor, CIS.</p>	<p>Rosters, calendars, campus surveys.</p>			
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= 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: Terrace staff will create a culture that supports the successful transition to each grade level and into middle school so that our students are prepared to take on or above grade level courses.

Evaluation Data Source(s) 1: 6th grade pre AP data, local and state assessment data, discipline records, attendance records, participation in opportunities and activities that drive our culture, OHI survey.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Status of the Class (SOC) Conferences - individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established.</p> <p>Fall and Spring semester Funds allotted to provide for rotating sub that will cover classes in order to complete conferences.</p>	1, 8, 9	Principal, AP, Teachers	Local assessment data, STAAR, TELPAS, SSC data, student profile sheets.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) SSC/RTI Conferences - SSC Facilitator, the Instructional Coach, the counselor, and the an administrator meet with individual teachers to create individualized success plans for students struggling academically or social-emoitionally. Two measurable short term goals will be written with supporting activities and resources. Teachers will implement, monitor and schedule a follow-up conference in 6 weeks.</p>	1, 2, 6, 8, 9, 10	RTI Coordinator, Principal, teachers.	SSC spreadsheets, documentation, local assessment data, STAAR, TELPAS, DRA/EDL.			

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) School-wide implementation of Houston Achievement Place Project Class so that students will have the necessary social skills needed to fully access the curriculum in class and be respectful citizens in life. This will include training for any new teachers.</p>	1, 2, 9	Principal, AP, CIT	Observations, walk throughs, discipline data, training attendance rosters.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Terrace staff and students will participate in Positive Choices week to promote opportunities beyond high school. This is a combination of GenTx and Red Ribbon Week. Oct. 5-9th</p>	6, 9	Principal, Counselor.	Calendar of events			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Provide mentors for students in need.</p>	1, 9	Principal, Counselor, CIS	Mentor lists and meeting dates.			
<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>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Conduct annual program evaluation of all instructional programs, structures, and resources using performance data derived from special populations for the purpose of program review and revision.</p> <p>IR Campus Leadership Team will meet in the summer to disaggregate data and re-evaluate plan based on STAAR data.</p> <p>Each grade level team will meet to evaluate their programming and adjust curriculum and planning based on end of year data.</p> <p>CIP planning teams will meet to align and refine practices, programs, and plan for short term and long term campus improvement. There will be</p>	1, 2, 3, 4, 8, 9	Principal, ILT, CIT	Local assessment data, SSC documentation, STAAR, TELPAS, At Risk list and Discipline data.			
<p>Funding Sources: 211 - Title I, Part A - Focus Grant - \$19,303.00</p>						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <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>The master schedule has been created to allow all grade level teams to have extra planning period every other week in order to collaborate and discuss data, plan, and provide training as needed.</p> <p>Teachers will be required to maintain a data binder which will hold their guided reading plans, notes, anecdotal records, along with other student data. Teachers will attend trainings throughout the year and over the summer including but not limited to Neuhaus, Balanced Literacy, and DRA.</p>	<p>1, 2, 4, 8, 9, 10</p>	<p>Principal, AP, PDC Coach, CIT, ILT</p>	<p>Local assessment data, STAAR, DRA/EDL.</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <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>Classroom profile sheets completed at the beginning of the year.</p> <p>Progress will be recorded and monitored by teachers in conjunction with RtI coordinator and intervention specialist. They will receive differentiated small group instruction, workstations, and additional tier II interventions. Tutoring is also recommended and provided by classroom teacher.</p> <p>Progress will be monitored using AMI/ARI forms as well as SSC documentation if needed.</p>	<p>1, 2, 8, 9</p>	<p>Principal, RTI Coordinator, Teachers</p>	<p>Assessment data, RTI documentation and data, STAAR, TELPAS.</p>			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <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).</p> <p>All teachers will be trained in Aug. on and over summer on Its Learning. Campus tech specialist will work with teams to determine a team technology goal and help them to implement. Campus will purchase additional technology to support instruction, acceleration, and student use including the purchase of Chromebooks, bright links, and software.</p>	2, 3, 4, 9	Principal, PDC Coach, and librarian	Sign in sheets, calendar dates, agendas and meeting notes. Lesson plans observations student products			
<p align="center">Funding Sources: 211 - Title I, Part A - \$16,751.00, 211 - Title I, Part A - Focus Grant - \$7,035.00</p>						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>Promote parent and community involvement by recruiting volunteers and mentors, communication monthly in Wolf Call newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. Information will be provided in English and Spanish. We also promote Red Ribbon Week and participate in No Place for Hate. We also hold family literacy, math, science, and health nights throughout the year.</p>	6, 9, 10	Principal, Counselor, CIS, Committees.	Calendar dates, agendas, sign in sheets, documents from events.			

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Project CLASS *PBIS *Student and Staff Culture *Crisis Management and De-escalation *TBSI <p>We hold training for our teachers on the above mentioned programs/areas in August and ensure that we are implementing with consistency. All new staff attended Project CLASS training in Aug., all staff attended training on all other areas during Aug. staff dev.</p>	4, 9, 10	Principal, AP, and Counselor	Calendar of dates, sign in sheets, agendas and meeting notes.			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</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>-Implement levels of support based on student need. - Life Skills students will be included with the same age peers as determined by the ARD. - AIM students will be included with the same age peers as determined by the ARD. - working with campus/district staff to monitor LRE ratio.</p>	3, 8	Principal, Special Education Staff	ARD minutes, rosters, schedules			

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>- meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.</p>	4, 8	Principal and Sped staff	Meeting dates and ARD/Staffing minutes.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <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>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements per August staff development. Special Education teachers also held IEP meetings in August with each teacher or staff members who works with students to discuss plans and or BIP. There will also be a PD presented by Sped staff to train teachers on process, IEP, modifying, accommodating, and grading of sped students.</p>	4, 8	Principal and Sped staff.	Sign in sheets and agendas.			

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p>	1, 4, 9, 10	Principal	Sign in sheets, agendas, meeting notes, schedules, student lists and groups, local assessment data, STAAR, TELPAS.			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior By way of tutoring and small group instruction, intervention, and acceleration. Utilize computer programs to support students in the academic areas such as Dreambox for math and Raz Kids for reading. Classroom materials will also be purchased for the teacher and students. Development and implementation of an Action Based Learning Lab and funds to purchase the materials for the lab along with any additional training that is needed for grades K-2nd.</p>	<p>Funding Sources: 199 - General Fund - \$4,000.00</p>					

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <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 materials. Computer assisted instruction includes Raz kids, Think Through Math. Classroom profile sheets will be completed in Sept. so that teachers can identify students At-Risk. They will also complete and ensure the At-Risk data is accurate on their students in October before snapshot date. Status of the Class Meetings will be held to create support plans for these students.</p> <p>Once identified as At-Risk will have access to:</p> <ul style="list-style-type: none"> -computer assisted software or apps that support reading, math, science including but not limited to Raz Kids, reading A-Z, Think Through math. Intervention support from specialist as needed. - Manipulatives daily - leveled readers daily -Bilingual materials daily - progress monitored by teacher, interventionist, and SSC if needed. - After school tutoring will also be provided for students based on need. 	1, 2, 8, 9, 10	Principal, Teachers, RTI Coordinator, and Teachers	Local assessment data, STAAR, TELPAS.			
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<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>CIS liaison coordinates our mentor program. The goal is to increase the number of mentors we have servicing our students.</p> <p>We will have a campus volunteer liason that will recruit, coordinate, and plan our volunteer celebration for our campus volunteers.</p>	<p>1, 6, 9, 10</p>	<p>Principal, CIS, counselor</p>	<p>Mentor lists, meeting dates, partners list, and calendar date of events.</p>			
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<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p>	1, 2, 3, 4, 9, 10	Principal, ILT, CIT	Sign in sheets, training agenda and rosters, calendar of dates, classroom observations and walk throughs.			
<p>13) TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special education, and social emotional learning and ELLs. Includes training, registration fees, and professional books needed for professional development.</p> <ul style="list-style-type: none"> * Action Based Learning *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy * 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. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology <p>Bilingual Intervention specialist and PDC Coach will support campus PD and implementation.</p> <p align="center">Funding Sources: 211 - Title I, Part A - \$1,093.00, 211 - Title I, Part A - Focus Grant - \$10,361.00</p>						




<p style="text-align: center;">Critical Success Factors CSF 6 CSF 7</p> <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>All teachers will be trained in T-TESS in August prior to the window opening for observations. Administrative observations and walk throughs will be completed and documented. Follow up will be through: teacher conferences Faculty meetings grade level meetings extended planning</p>	4	Principal and AP	Training agenda, sign in sheets, walk throughs, observations, and appraisal data.			
<p style="text-align: center;">Critical Success Factors CSF 6 CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff</p> <p>New Teachers will provided with a campus mentor for the year with whom they are expected to meet at least once per month. New teachers will meet monthly with Admin. Mentor coordinator will be in place to support program.</p>	4, 5	Principal	Orientation agenda and packet, sign in sheets, calendar of dates and meeting notes.			

<p style="text-align: center;">Critical Success Factors CSF 6 CSF 7</p> <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>Campus Administration will assist with district recruitment opportunities and market our campus by providing an updated and informative website with information that will include recruitment and hiring of highly qualified staff. Campus hiring team meets annually to update the TCE interview process so that it is rigorous and provides opportunities for the team to view candidates in a variety of settings and situations.</p>	5	Principal	Calendar dates, retention rates, staff surveys.			
<p style="text-align: center;">Critical Success Factors CSF 5</p> <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> <p>Monthly CIT meetings, parent training provided by CIS and other campus staff. Coorindation with PTA</p>	6	Principal	Agenda ,sign in Sheets, meeting notes, surveys.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <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>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>PK students will visit Terrace in the spring. Kindergarten will hold a Round Up in April for student and parents. Terrace will also reach out to local day care centers to recruit for Kinder. Kindergarten teacher will implement a summer backpack program where students can come in over the summer and check out books to help maintain reading skills. Parent information and training will be provided.</p>	7	Principal and Kinder teachers, counselor.	Calendar dates, sign in sheets, agenda, and notes.			
<p align="center">Funding Sources: 211 - Title I, Part A - Focus Grant - \$705.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <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: c) Differentiating Curriculum for G/T students e) Creativity and instructional strategies for G/T students. These areas will be addressed by using the Rigor and relevance framework when planning as well as ensuring that staff working with students have attended training.</p>	3, 8	Principal and Counselor	Lesson plans, student products, training certificates.			
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <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>GT Coordinator , Planned Experiences Coordinator , and Primary Gifted Teacher will attend regularly scheduled meetings and will update campus teachers.</p>	3, 4, 8	Principal, Counselor, and PGP coordinator	Calendar of dates, student products, GT identified list of students.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <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>Campus GT coordinator will attend district meetings, send home flyers, coordinate parent meetings. Classroom teachers will follow district procedures for nominating students as well as implementing the planning experiences. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements. Conduct an annual evaluation per district GT dept..</p>	3, 4, 6, 8	Principal and Counselor	Flyers, agendas, calendar dates, sign in sheets, GT list of identified students, evaluation form.			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Our HF teacher will serve as our health ambassador attend district wide meetings in order to keep us updated and aligned. Campus CSHAC will implement a wellness plan that will target students, families and teachers so that all participants will increase healthy lifestyle choices. This will be accomplished through:</p> <ul style="list-style-type: none"> - Jump Rope for Heart Event with a Fundraiser for the American Heart Association for community awareness - Feb. Heart Month with Heart Facts in morning announcements. - Fitness Gram - First Tee Program (golf) with Nine Core Values and Nine Healthy Habits - Girls on the Run - Western Night/International Night 4th grade - Nurse talks with 4th grade on Personal Hygiene 5th Growth and Development - Fun Fitness Stations with Fall Festival - Family Health and Fitness Fair bi-annually - Faculty & staff Wellness Flu shots, - Marathon Kids with Mileage/Food Logs - 5th Grade Track and Field event 	1, 6, 10	Principal and CSHAC committee	Calendar dates, event flyers, sign in sheets.			

<ul style="list-style-type: none"> - HF 1st -4th Mile Club - Skatetime 3rd -5th in-line skating - Brain Pop in Health , Nutrition, and Wellness during extended times in HF - Cafeteria kitchen Tour and nutrition talks with 2nd grade on, 5 a day with the Healthier US Program - Dental talks for K-1and 2nd - Dairy Farmer visits bi-annually - No Place for Hate activities - Student Service Club - Red Ribbon week - GenTex (College) Week - Well Women Exams bi-annually <p>We also promote and offer staff wellness opportunities such as Boot Camp.</p>						
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *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>CIT meeting held in Sept to gather input and revise compact and policy. All documents and information is shared during Back to School Night in September.</p>	1, 6	Principal and CIT	Sign in sheets, agenda, compact,and policies.			

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation</p> <p>The Title I annual meeting will be held in Sept., 2 nights are offered based on grade levels. Invitations and advertisements for meeting were on marquee, phone call out, email blast, Wolf Call, and flyers.</p>	6	Principal and CIT	Sign in sheets, agenda, compact, and policies.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= 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	Consistent Implementation of Balanced Literacy: --Ensure that all teachers are trained and attend district PD and residencies - Understanding and utilization of the revised curriculum framework and platform - Continue implementing CCP in 2nd, 3rd, and support in 4th. Initial training and onboarding for 1st grade with consultant John O'Flahaven.
1	1	2	Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, magazines and periodicals, student consumables, small group reading instructional materials (LLI kit) and resources, additional professional books.
1	1	3	Provide opportunities for teachers to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes, pay for registration fees and travel fees.
1	1	4	Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR/NRT info sessions, Kinder Round up, and grade level parent meetings. Funds will be used for operating expenses, snacks, books for family nights. We will create Summer Cooler Kits for Parents to avoid "summer melt". Every child will receive a backpack with materials, books, and activities to do over the summer with their parents. Parents will be trained at a family night and instructions/activities for parents will be included in the kit.
1	1	5	Bi weekly morning PLC meeting time for grade level teams to discuss data, plan, and target student performance gaps to support Data Driven Instruction.
1	1	6	Identified students in 4th and 2nd grade will participate in Learning 2Gether program after school.
1	1	7	Accelerated Instruction will be provided for identified students through after school tutoring, online programs such as Think Through Math, I Station, Razkids and Reading A-Z. We will also offer a summer program for 12 days in July serving a maximum of 100 students grades 1-5th focusing on reading, math, and project based blended learning.
1	1	8	Certified Reading Tutor and intervention support teacher to support students reading below grade level during the school day as part of Accelerated Instructional Plan.
1	2	1	Consistent implementation of math curriculum and resources. - All teachers attend MIF training offered. - Math intervention specialist and PDC coach will meet with teams for planning and unpacking of TEKS. - Understanding and utilization of the revised curriculum frameworks.
1	2	2	Provide a full time math bilingual intervention specialist who will collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs. Provide a part time reading tutor to support student intervention.
1	2	3	Purchase STAAR practice materials and books for 3rd -5th.

Goal	Objective	Strategy	Description
1	2	4	Common Formative Assessments to monitor progress. - Data analysis meeting times needed - Training as needed for CFA - Question banks
1	2	5	Vertical alignment and implementation of classroom number lines.
1	3	1	School wide writing collection plan will be implemented. Each child will complete a writing sample, each team will review using a rubric and determine next steps for instruction with each child. Collections will occur every 9 weeks.
1	3	2	Writing checkpoints in grade 4 over grammar, revising and editing. Checkpoints will be given Sept. Oct, Nov., and Dec. Teachers will meet to review data and plan for instruction based on this data.
1	3	3	Writing across the all content areas by way of journaling. Students will be expected to journal in science and math. Teams will meet to discuss journal expectations, instructional needs, and vertical alignment.
1	3	4	Homework will be authentic, differentiation, and provides more opportunities for student writing and response.
2	1	1	Vertical Teams will meet as a PLC 2 times per month to collaborate and discuss curriculum, problem solve, and plan.
2	1	2	Terrace staff will provide a variety of opportunities and experiences for students that are relevant, engaging, and provide information that supports a global understanding of community. Includes but not limited to study trips, performances, assemblies, museum trip, author visits.
2	1	3	Provide technology hardware and software that supports the integration of technology into instruction, inquiry and student work. Document cameras, headphones, speakers, and projectors for classrooms in need.
2	1	5	Ensure that ELL strategies are implemented with consistency school wide through staff development and training. Work closely with AIR team.
2	1	6	Purchase materials, supplies, and books to support the bilingual/ESL students and program.
4	1	1	Status of the Class (SOC) Conferences - individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established. Fall and Spring semester Funds allotted to provide for rotating sub that will cover classes in order to complete conferences.
4	1	2	SSC/RTI Conferences - SSC Facilitator, the Instructional Coach, the counselor, and the an administrator meet with individual teachers to create individualized success plans for students struggling academically or social-emotionally. Two measurable short term goals will be written with supporting activities and resources. Teachers will implement, monitor and schedule a follow-up conference in 6 weeks.

Goal	Objective	Strategy	Description
5	1	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. The master schedule has been created to allow all grade level teams to have extra planning period every other week in order to collaborate and discuss data, plan, and provide training as needed. Teachers will be required to maintain a data binder which will hold their guided reading plans, notes, anecdotal records, along with other student data. Teachers will attend trainings throughout the year and over the summer including but not limited to Neuhaus, Balanced Literacy, and DRA.
5	1	5	Promote parent and community involvement in drug and violence prevention programs/ activities. Promote parent and community involvement by recruiting volunteers and mentors, communication monthly in Wolf Call newsletter, using call outs, email blasts, Back to School Nights, Curriculum Nights, and PTA, Title I compact and parental involvement policy. Information will be provided in English and Spanish. We also promote Red Ribbon Week and participate in No Place for Hate. We also hold family literacy, math, science, and health nights throughout the year.
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. - meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior By way of tutoring and small group instruction, intervention, and acceleration. Utilize computer programs to support students in the academic areas such as Dreambox for math and Raz Kids for reading. Classroom materials will also be purchased for the teacher and students. Development and implementation of an Action Based Learning Lab and funds to purchase the materials for the lab along with any additional training that is needed for grades K-2nd.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials. Computer assisted instruction includes Raz kids, Think Through Math. Classroom profile sheets will be completed in Sept. so that teachers can identify students At-Risk. They will also complete and ensure the At-Risk data is accurate on their students in October before snapshot date. Status of the Class Meetings will be held to create support plans for these students. Once identified as At-Risk will have access to: -computer assisted software or apps that support reading, math, science including but not limited to Raz Kids, reading A-Z, Think Through math. Intervention support from specialist as needed. - Manipulatives daily - leveled readers daily -Bilingual materials daily - progress monitored by teacher, interventionist, and SSC if needed. - After school tutoring will also be provided for students based on need.

Goal	Objective	Strategy	Description
5	1	13	TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special education, and social emotional learning and ELLs. Includes training, registration fees, and professional books needed for professional development. * Action Based Learning *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy * 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. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology Bilingual Intervention specialist and PDC Coach will support campus PD and implementation.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistent Implementation of Balanced Literacy: --Ensure that all teachers are trained and attend district PD and residencies - Understanding and utilization of the revised curriculum framework and platform - Continue implementing CCP in 2nd, 3rd, and support in 4th. Initial training and onboarding for 1st grade with consultant John O'Flahaven.
1	1	2	Purchase materials and supplies that will enhance student achievement in all content areas. Including but not limited to manipulatives, science materials, magazines and periodicals, student consumables, small group reading instructional materials (LLI kit) and resources, additional professional books.
1	1	3	Provide opportunities for teachers to improve their practice and ensure targeted instruction by attending professional development, working collaboratively to analyze data, and plan for instruction. Funds will be utilized to provide substitutes, pay for registration fees and travel fees.
1	1	4	Provide opportunities to inform and train parents so that they may help reinforce curriculum, social skills, and support student achievement. Including but not limited to curriculum nights, Back to School Night, STAAR/NRT info sessions, Kinder Round up, and grade level parent meetings. Funds will be used for operating expenses, snacks, books for family nights. We will create Summer Cooler Kits for Parents to avoid "summer melt". Every child will receive a backpack with materials, books, and activities to do over the summer with their parents. Parents will be trained at a family night and instructions/activities for parents will be included in the kit.
1	1	5	Bi weekly morning PLC meeting time for grade level teams to discuss data, plan, and target student performance gaps to support Data Driven Instruction.
1	1	6	Identified students in 4th and 2nd grade will participate in Learning 2Gether program after school.
1	1	7	Accelerated Instruction will be provided for identified students through after school tutoring, online programs such as Think Through Math, I Station, Razkids and Reading A-Z. We will also offer a summer program for 12 days in July serving a maximum of 100 students grades 1-5th focusing on reading, math, and project based blended learning.
1	1	8	Certified Reading Tutor and intervention support teacher to support students reading below grade level during the school day as part of Accelerated Instructional Plan.
1	2	2	Provide a full time math bilingual intervention specialist who will collaborate, model, and coach teachers as well as provide small group instruction to students and assist with SSCs. Provide a part time reading tutor to support student intervention.
1	2	3	Purchase STAAR practice materials and books for 3rd -5th.
1	2	4	Common Formative Assessments to monitor progress. - Data analysis meeting times needed - Training as needed for CFA - Question banks
1	2	5	Vertical alignment and implementation of classroom number lines.

Goal	Objective	Strategy	Description
2	1	1	Vertical Teams will meet as a PLC 2 times per month to collaborate and discuss curriculum, problem solve, and plan.
2	1	2	Terrace staff will provide a variety of opportunities and experiences for students that are relevant, engaging, and provide information that supports a global understanding of community. Includes but not limited to study trips, performances, assemblies, museum trip, author visits.
2	1	3	Provide technology hardware and software that supports the integration of technology into instruction, inquiry and student work. Document cameras, headphones, speakers, and projectors for classrooms in need.
2	1	5	Ensure that ELL strategies are implemented with consistency school wide through staff development and training. Work closely with AIR team.
2	1	6	Purchase materials, supplies, and books to support the bilingual/ESL students and program.
4	1	1	Status of the Class (SOC) Conferences - individual teachers and administrators will meet to discuss the academic and social emotional progress of EACH child. At this conference, referrals for tutoring, mentoring, counseling, enrichment, SSC, attendance, etc. are established. Fall and Spring semester Funds allotted to provide for rotating sub that will cover classes in order to complete conferences.
4	1	2	SSC/RTI Conferences - SSC Facilitator, the Instructional Coach, the counselor, and the an administrator meet with individual teachers to create individualized success plans for students struggling academically or social-emotionally. Two measurable short term goals will be written with supporting activities and resources. Teachers will implement, monitor and schedule a follow-up conference in 6 weeks.
5	1	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. The master schedule has been created to allow all grade level teams to have extra planning period every other week in order to collaborate and discuss data, plan, and provide training as needed. Teachers will be required to maintain a data binder which will hold their guided reading plans, notes, anecdotal records, along with other student data. Teachers will attend trainings throughout the year and over the summer including but not limited to Neuhaus, Balanced Literacy, and DRA.
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. - meeting with Special education staff to review prior years assessment data and evaluate decision made prior to ARD. - monitor and adjust as needed based on the progress of students by way of staffing then ARD recommendations.
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Behavior By way of tutoring and small group instruction, intervention, and acceleration. Utilize computer programs to support students in the academic areas such as Dreambox for math and Raz Kids for reading. Classroom materials will also be purchased for the teacher and students. Development and implementation of an Action Based Learning Lab and funds to purchase the materials for the lab along with any additional training that is needed for grades K-2nd.

Goal	Objective	Strategy	Description
5	1	11	<p>Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials. Computer assisted instruction includes Raz kids, Think Through Math. Classroom profile sheets will be completed in Sept. so that teachers can identify students At-Risk. They will also complete and ensure the At-Risk data is accurate on their students in October before snapshot date. Status of the Class Meetings will be held to create support plans for these students. Once identified as At-Risk will have access to: -computer assisted software or apps that support reading, math, science including but not limited to Raz Kids, reading A-Z, Think Through math. Intervention support from specialist as needed. - Manipulatives daily - leveled readers daily -Bilingual materials daily - progress monitored by teacher, interventionist, and SSC if needed. - After school tutoring will also be provided for students based on need.</p>
5	1	13	<p>TITLE II A - Provide professional development to teachers and administrators that increases knowledge and skills related to reading, writing, math, science, social studies, behavior, special education, and social emotional learning and ELLs. Includes training, registration fees, and professional books needed for professional development. * Action Based Learning *Neuhaus strategies * instructional strategies to meet needs of ESL * Balanced Literacy * 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. * Data Wise and PLCs * Observation and Feedback * Planning and assessments *Technology Bilingual Intervention specialist and PDC Coach will support campus PD and implementation.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nelda De La Rosa	Bilingual Intervention Specialist	Title I	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	materials, supplies, books - bil	199.11.6399.000.122.25.0.000	\$1,000.00
5	1	10	materials and supplies - at risk	199.11.6399.000.122.30.0.122	\$4,000.00
Sub-Total					\$5,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	materials and supplies	211.11.6399.000.122.30.0.000.FBG17	\$2,753.00
1	1	2	student books and consumables	211.11.6329.000.122.30.0.000.FBG17	\$209.00
1	1	3	substitute cost	211.13..6112.000.122.30.0.000.FBG17	\$7,000.00
1	1	3	substitute cost -medicare	211.13.6141.000.122.30.0.000.FBG17	\$145.00
1	1	3	substitute-workers comp	211.13.6143.000.122.30.0.000.FBG17	\$64.00
1	1	3	travel and registration fees	211.13.6411.000.122.30.0.000.FBG17	\$1,904.00
1	1	4	operating expenses	211.61.6499.000.122.30.0.000.FBG17	\$500.00
1	1	4	reading materials for summer kits	211.61.6329.000.122.30.0.000.FBG17	\$3,236.00
1	1	4	materials and supplies for summer kits	211.61.6399.000.122.30.0.000.FBG17	\$2,309.00
1	1	4	childcare support personnel	211.61.6125.000.122.30.0.000.FBG17	\$100.00
1	1	7	Funding to purchase Raz Kids and Reading A-Z subscription	211.11.6397.000.122.30.0.000.FBG17	\$3,238.00
1	2	2	salary	211.11.6119.000.122.30.0.000.FBG17	\$62,139.00
1	2	2	medicare	211.11.6141.000.122.30.0.000.FBG17	\$901.00
1	2	2	benefits	211.11.6142.000.122.30.0.000.FBG17	\$4,992.00
1	2	2	work comp	211.11.6143.000.122.30.0.000.FBG17	\$397.00
1	2	2	teacher retirement	211.11.6146.000.122.30.0.000.FBG17	\$5,319.00
5	1	4	technology equipment	211.11.6398.000.122.30.0.000.FBG17	\$16,751.00
5	1	13	professional books	211.13.6329.000.122.30.0.000.FBG17	\$842.00
5	1	13	Region IV prof. books	211.13.6239.000.122.30.0.000.FBG17	\$251.00

					Sub-Total	\$113,050.00
211 - Title I, Part A - Focus Grant						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Misc. Contracted Services	211.13.6299.699.122.30.0.000.FOC17		\$7,000.00
1	1	2	materials and supplies	211.11.6399.699.122.30.0.000.FOC17		\$8,709.00
1	1	2	student books and consumables	211.11.6329.699.122.30.0.000.FOC17		\$1,000.00
1	1	2	professional books	211.13.6329.699.122.30.0.000.FOC17		\$5,400.00
1	1	3	substitute cost	211.13.6112.699.122.30.0.000.FOC17		\$2,000.00
1	1	7	software	211.13.6397.699.122.30.0.000.FOC17		\$2,950.00
1	1	7	extra duty pay teachers	211.11.6397.699.122.30.0.000.FOC17		\$21,400.00
1	1	7	student transportation	211.11.6494.699.122.30.0.000.FOC17		\$1,900.00
1	1	8	professional salary	211.11.6119.699.122.30.0.000.FOC17		\$36,362.00
1	1	8	medicare- salary	211.11.6141.699.122.30.0.000.FOC17		\$867.00
1	1	8	workers comp -salary	211.11.6143.699.122.30.0.000.FOC17		\$348.00
1	1	8	employer contribution - salary	211.11.6142.699.122.30.0.000.FOC17		\$5.00
1	1	8	teacher retirement- salary	211.11.6146.699.122.30.0.000.FOC17		\$5,922.00
5	1	1	Extra duty pay summer	211.13.6116.699.122.30.0.000.FOC17		\$17,150.00
5	1	1	medicare -extra duty summer	211.13.6141.699.122.30.0.000.FOC17		\$321.00
5	1	1	workers comp - extra duty summer	211.13.6143.699.122.30.0.000.FOC17		\$142.00
5	1	1	TRS -extra duty summer	211.13.6146.699.122.30.0.000.FOC17		\$1,690.00
5	1	4	technology equipment	211.11.6398.699.122.30.0.000.FOC17		\$7,035.00
5	1	13	employee travel - teachers	211.13.6411.699.122.30.0.000.FOC17		\$9,361.00
5	1	13	employee travel - admin	211.23.6411.699.122.30.0.000.FOC17		\$1,000.00
5	1	18	Other reading material	211.61.6329.699.122.30.0.000.FOC17		\$705.00
					Sub-Total	\$131,267.00
					Grand Total	\$249,317.00