

**Spring Branch Independent School District**  
**Spring Shadows Elementary School**  
**2015-2016 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Spring Shadows Elementary serves KG - 5th grade students near the intersections of Kempwood Street and Campbell Road. The campus serves a population between 711-750 students, with 91.7% economic disadvantaged and 58.6% as English Language Learners. The campus does have a high mobility rate of 28%. The area homesteads include single family homes and 6 apartment complexes including the largest one- Waterford Place.

# Student Achievement

## Student Achievement Summary

Exam	All Students	Hispanic	African American	White	Econ. Dis	ELL	SPED
Math	*	*	*	*	*	*	*
Reading	74%	74%	78%	75%	69%	73%	40%
Science	69%	68%	100%	75%	53%	64%	100%
Writing	58%	55%	100%	75%	53%	64%	25%
All Subjects	70%	69%	85%	76%	65%	70%	44%

## Student Achievement Strengths

Earning a distinction in reading has demonstrated that Spring Shadows efforts to provide deep rooted foundation in reading are on the right track. We also demonstrate the hard work of continuing to improve across all four indexes. We have made strides in improving index 4, post readiness success by 5 points. We also noted that we were very close in attaining 2 additional distinctions- one for top 25% student progress (missed it by 1 point) and top 25% in closing the performance gap (we were four schools away).

## Student Achievement Needs

We demonstrated improvement across many areas, although we will be focusing on the following areas:

- Attendance currently at 96%
- Writing- grammar; revising & editing; target our Hispanic students (55%), SPED (25%), Econ Dis. (53%)
- Science- improve vertical alignment; target our Hispanic students (68%), Econ Dis. (65%)
- SPED program- target reading goals effectively across the board and select appropriate IEP goals for our students aligned with testing methods.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

For the upcoming year 2015-2016 Spring Shadows Elementary has less than 6% turnover. This year we have 6 new staff members in teaching positions, as well as 3 additional intervention positions in lieu of an additional administrator on campus.

# Comprehensive Needs Assessment Data Documentation

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

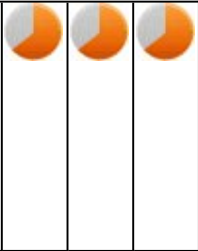






# Goals

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

**Performance Objective 1:** For 2015-2016, 50% of all of our K-5 students will score advanced development on end of year DRA and demonstration of one year's growth on all reading and writing local and state exams.

**Summative Evaluation:** Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs. Professional Block - Grade level teams will meet every 7 days to participate in grade specific professional development and professional conversations. Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs. Work in cross grade level teams to analyze test questions from the released STAAR test.</p>	1, 4, 9	Administrators Instructional Coach Instructional Leadership Team Team Leaders Kinder - 5th Grade Teachers Team Leader	Walkthrough's Lesson Plans ILT minutes District Assessments	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$62517.00, 211 - Title I, Part A - \$16196.00, 211 - Title I, Part A - \$3000.00						

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Language Arts: Maintain three full-time Intervention Specialists to work with both teachers and students. The specialists will consult, model and assist as needed with new or struggling teachers. In addition, the specialists will supplement classroom instruction for students working below grade level.</p> <p>Hire a temporary teacher assistant to assist with student ELA groups.</p> <p>Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5.</p> <p>Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension &amp; vocabulary.</p> <p>Purchase professional books to support language arts professional development.</p> <p>Purchase student literature manipulatives and support.</p>	1, 3, 4, 8	Campus Administrators Instructional Coach Intervention Specialists Language Arts Vertical Team Team Leaders	DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs	
Funding Sources: 211 - Title I, Part A - \$9810.00				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Rigor and Relevance: Continued professional development to increase student talk and decrease teacher talk (i.e. promote Academic Conversations using higher rigor).</p> <p>Require one project from each classroom that integrates at least two areas of content, inquiry, technology and presentation.</p> <p>Continue to purchase books and periodicals which support student inquiry</p>	1, 3, 4, 8	Administrators Instructional Coach Team Leaders K-5th Grade Teachers	End of Year District Assessments STAAR Results NRT Results Team Minutes Lesson Plans	
Funding Sources: 211 - Title I, Part A - \$10000.00, 211 - Title I, Part A - \$2000.00				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>				








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

**Performance Objective 2:** By 2016, 70% of all 3-5th grade students will pass the STAAR Math at Phase 2.

**Summative Evaluation:** Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, and EOY assessments to evaluate our campus improvement for academic achievement.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Maintain full-time Instructional Coach to work with both teachers and students.</p> <p>Maintain full-time math intervention to work specifically with 3-5th students and teachers.</p> <p>The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level.</p> <p>Ensure students collaborate with problem solving situations using Math in Focus materials in all classrooms K-5.</p> <p>Send at least one staff member to the math curriculum roll-outs each 9 weeks.</p> <p>Provide support for Math in Focus implementation.</p> <p>Provide refresher training to classroom teachers for the implementation of Think through Math.</p> <p>Purchase professional books to support staff development in the area of math.</p> <p>Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics.</p> <p>Enroll at least 80% of our students not meeting expectations in after school tutoring.</p>	<p>1, 4, 9</p>	<p>Administrators Instructional Coach Rigor and Relevance Cadre Team Leaders Kinder - 5th Grade Teachers Team Leader</p>	<p>Walkthrough's Lesson Plans Cadre Minutes District Assessments</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>
<p>Funding Sources: 211 - Title I, Part A - \$63698.00, 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$5000.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

**Performance Objective 3:** By 2016, STAAR Science scores will improve from 69% to 75%.


**Summative Evaluation:** Spring Shadows Elementary will utilize campus surveys, STAAR data, NRT data, and EOY assessments to evaluate our campus improvement for academic achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>1) Ensure small group instruction in all classrooms K-5 to allow for concept refinement.</p> <p>Provide ongoing support for Stem Scopes curriculum.</p> <p>Integrate nonfiction science literature in the language arts block.</p> <p>Purchase professional books to support staff development in the area of science.</p> <p>Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations.</p> <p>Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading. Providing student intervention, there's parent knowledge of student curriculum and progress, such as progress and report cards, homework folders, paper, poster board, pencil, math, science, and reading manipulatives</p>	1, 3, 4, 8	Campus Administrators Instructional Coach Intervention Specialists Science Vertical Team Team Leaders	DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$10000.00						
<p align="center">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 4:** Our ELL population will increase their overall STAAR passing rates from 70% to 75% by 2017.

**Summative Evaluation:** Spring Shadows Elementary will utilize STAAR data, TELPAS data and EOY assessments to evaluate our campus improvement for academic achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Provide continued feedback on the "working environment" of each of our One Way Dual Language classrooms. Provide continued professional development with an emphasis on effectively utilizing language of the day.</p> <p>Provide professional development on de-emphasizing decoding as the primary tool for problem-solving unknown words.</p> <p>Use an accelerated reading approach to build reading proficiency in L2 (students work no more than two levels below the defined grade level expectation).</p> <p>Continue to purchase student literature in order to implement changes in OWDL new program design.</p>	2, 3, 4	Campus Administrators ESOL Consulting Teacher Bilingual Teachers iCoach Team, Leaders	Walk-throughs ARLA's Progress reports Report Cards District Assessments	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$6000.00, 211 - Title I, Part A - \$2000.00						
						

**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:** Spring Shadows Elementary will monitor the on-going progress of each individual student and provide appropriate academic and social-emotional supports to ensure post-secondary success for all.

**Summative Evaluation:** Spring Shadows Elementary will evaluate the on-going progress of each individual student through the end of year assessment results (STAAR, STANFORD/APRENDA, TELPAS, DRA, etc.) as well as, promotion/retention rates, discipline referrals, behavioral consults, and stakeholder input (student, parents, and staff).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) 1) Monitoring Student Success: Data Conferences - After each district benchmark, grade level teams will meet to dis aggregate data, identify grade level /class strengths and needs, and establish a plan of action (grades 1-5).</p> <p>NCLB Conferences - In October, November/December and February, 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>RTI Conferences - At least three days each month will be dedicated to SSC meetings. the SSC Facilitator and an administrator will meet with individual teachers to create individualized success plans for students struggling academically or social emotionally.</p>	1, 7, 8	Campus Administrators Instruct. Leadership Tm. Classroom Teachers SPED staff	Agendas Minutes Calendar Dates Fall/Mid-Year District Assessments Fall/Mid-Year DRA/EDL RTI Conference Log	✓	✓	✓

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Academic Student Support: Increased Classroom Support - Students falling below grade level expectations or below personal capacity will be designated as requiring in class support at NCLB Conferences.</p> <p>Accommodations made for these students will include increased small group instruction, frequent monitoring, possible rewards system, etc. After School Academic Assistance (Grades 2-5)</p> <p>Students consistently falling below grade level expectations or below personal capacity will be invited to participate in our after school academic assistance program.</p> <p>Teachers will use this additional time to provide small group instruction based on student data.</p> <p>Pull -out Academic Assistance(Grades K-5th) - Students who cannot attend our After school program but who consistently fall below grade level expectations or below personal capacity will receive small group intervention by our instructional coach or one of our instructional specialists.</p> <p>United Way - Students in second grade consistently falling below grade level expectations will be invited to participate in a specialized one on one literacy program provided by corporate volunteers and coordinated by United Way.</p>	<p>1, 3, 8, 10</p>	<p>0Campus Administrators iCoach Instructional specialists ACE Coordinator Classroom Teachers Leaning Together Liaisons</p>	<p>DRA/EDL (Fall and Mid year) District Assessments Progress Reports Report Cards Lesson plans Walkthroughs Requisitions</p>	<p style="text-align: center;"></p>	<p style="text-align: center;"></p>	<p style="text-align: center;"></p>
<p>Funding Sources: 211 - Title I, Part A - \$40000.00</p>						

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> <p>3) Social Emotional Student Support: Learning Together - Students in 3rd and 5th grade who are in need of an academic and/or social emotional boost are invited to participate in Learning Together. Learning Together uses the power of peer relationships to motivate students, teach leadership and provide direct instruction to help struggling tutees and tutors.</p> <p>TYCO Mentors - Students previously paired with a TYCO mentor will continue with this relationship. These mentor come once a week to share a lunch, talk school, celebrate students successes and provide academic support as needed.</p> <p>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>Private Counseling/Counseling Groups - During NCLB conferences, teachers and administrators will work together to identify students that may need additional support.</p>	<p>8, 10</p>	<p>Campus Administrators CIS Counselor Learning Together Liaisons United Way Social Emotional Care</p>	<p>Parent, teacher and student referrals CIS/Counselor Schedules Anecdotal records (NCLB) Fall and Mid-Year District Assessment</p>			
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>4) Parent Support: Provide a variety of parent sessions which increase parent knowledge of the student's curriculum. Meetings to include:</p> <ul style="list-style-type: none"> <li>*Open House</li> <li>*Language Arts Nighths</li> <li>*Math Night</li> <li>*Technology Night</li> <li>*Science Night</li> <li>*STAAR Night</li> <li>*NRT Results Night</li> <li>*Kinder Round-Up</li> <li>*5th /6th Transition Meetings</li> <li>*Meet the Administrators and Teacher's Provide a variety of academic and nonacademic celebrations to boost the family climate as Spring Shadows. Celebrations to include:</li> <li>*Open house</li> <li>*Holiday sing-along</li> <li>*Grade level music performances</li> <li>*Craft Nights</li> <li>*Game Nights</li> <li>*Go Western Day</li> <li>*Kinder and Fifth Grade Graduations</li> <li>*Parent Thanksgiving Luncheon</li> <li>*9 wk Academic Celebrations</li> <li>* Children's Museum Nights</li> <li>*Commerce Banking- Afterschool</li> </ul>	6	Campus Administrators Vertical teams CIS ACE Coordinator Staff	2015 Parent Surveys climate Flyers Agendas			
<p>Funding Sources: 211 - Title I, Part A - \$2540.00</p>						
<p>  = Accomplished    = Considerable    = Some Progress    = 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:** Spring Shadows Elementary will stretch students' understanding of self by providing enrichment opportunities during and after the traditional school day.

**Summative Evaluation:** Spring Shadows Elementary will evaluate programs at the end of the year through attendance rates, end of year assessment results, and parent involvement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Study Trips: Each grade level will participate in at least two study trips connected with SBISD curriculum which provide an experience that could not happen in the classroom.</p> <p>The health fitness teacher will coordinate at least three elective field trips for students interested in viewing outside sporting events (district games, college games, etc.)</p>	10	Campus Administrators Team leaders health fitness Instructor	Travel Planning Sheet Lesson plans	✓	✓	✓
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.</p>	1, 2, 9	Campus Administrators ACE Coordinator Ace Teachers	Parent, teacher, student referrals Fall & Mid-Year District Benchmarks 2013 TELPAS Data	✓	✓	✓






<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) Celebrating Student Success: Highlight student talents and accomplishments at quarterly Recognition Ceremonies.</p> <p>*Principal's Award ( Leadership) *Wildcat Award (Character) *Academic Honor Rolls *Attendance *AR Prizes Highlight student who receives all A's all year at the annual Bike Ceremony. Highlight a student who exemplifies character by participating in the district Character without Question Ceremony.</p>	2	Campus Administrator Recognition Committee Classroom Teachers	Report Cards Anecdotal Records Master Calendar			
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Fine Arts: Provide students the opportunity to participate in fine arts performances on and off campus to explore non academic avenues. Activities to include SBISD Choir Festival, grade level music performances, Field Day, and community and district track meets.</p>		Campus Administrators Fine Arts Team Classroom Teachers	Master Calendar Scheduled Call-outs Travel planning Sheets CatTracks Call-out Log Parent Sign-ins Student Award Rosters	✓	✓	✓
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Leadership Opportunities: Provide students opportunities to build leadership skills through activities such as Safety Patrols, Student Council, Buddy Readers and Morning Announcements.</p>	2	Campus Administrators Counselor Music Teacher Intervention Specialist	NCLB Referrals Teacher Referrals Fall & Mid-Yr DRA/EDL Data Membership Rosters Schedules EOY DRA/EDL Data			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**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:** Spring Shadows Elementary will provide a variety of experiences to ensure that 100% of our stakeholders make T-2-4 part of the daily climate at Spring Shadows.

**Summative Evaluation:** Spring Shadows Elementary will include the T-2-4 goal as a primary goal throughout all stakeholder communication, such as Cat Tracks, call-outs, lesson plans, and presentations.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Climate: University Logos -Each staff member will post a symbol of the university they attended above their classroom door. This could be a pennant, t-shirt, school seal, bumper sticker, etc.</p> <p>University T-shirt Day - Every Wednesday of every month, staff members will wear t-shirts with university logos on them.</p> <p>Hang posters throughout the school showing our school mascot in popular university t-shirts.</p>	2	Campus Administrators Classroom Teachers	Master Calendar Scheduled call-outs Cat Tracks Calendar Call-out log	✓	✓	✓
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>2) Career Exploration: Provide Junior Achievement as a cross bridge for career exploration for K-5th.</p>	2	Campus Administrators Community Personell Counselor 3rd/4th/5th Grade Teachers	Lesson Plans Master Calendar Photograph Journal of Student Projects/Activities for the day.	✓	✓	✓

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Parent Training for Post Secondary Success: Provide a parent information session to assist with secondary course selection and graduation requirements. Provide a parent session on financial planning for post secondary success. Invite a former student of Spring Shadows to speak about their post secondary experience at Family Library Night and 5th grade graduation.</p>	2	Campus Administrator Counselor CIS ACE Coordinator	Sign ins 5th grade student course selections (% academic and pre-ap)	✓	✓	✓
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**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

**Summative Evaluation:** All strategies will be implemented.

Strategy Description	Title I	Staff Responsible for Monitoring	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. (List programs to be evaluated. Include all programs receiving state or federal funds.)</p> <p>One Way Dual Language Program/ESOL Gifted and Talented Special Education After School Program</p>	1, 2, 10	Administrators Instructional Leadership Team CIT Members	OWDL Walk-throughs ARLA's ELAR's GT Progress Reports District Benchmarks Progress Reports TELPAS Data STAAR Dat	✓	✓	✓
<p><b>Critical Success Factors</b> CSF 2</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>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.)</p> <p>The following provisions will be put into place to strengthen the literacy program at Spring Shadows: *Teachers will maintain a data binder and use it for grade level data disaggregation meetings, team planning, and individual student monitoring.</p> <p>All teachers kinder -5th will implement small group instruction (guided reading and/or literature circles) on a daily basis. Written plans required. Utilizing Fountas and Pinnel prompting guides at the guided reading table.</p>	1, 2	Administrators Instructional Coach Intervention Specialists Grade level Teams	Running Records Mid year Reading Levels Anecdotal Records Assessment Wall District Benchmarks EOY DRA data STAAR Data NRT Data	✓	✓	✓

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</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>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> <p>Compile a list of students below expectations on 2014 STAAR in August, and write ARI and AMI plans for individual students.</p> <p>Hold No Child Left Behind Meetings three times each year to discuss each individual students and their progress according to the alignment of the following markers:</p> <ul style="list-style-type: none"> <li>*Classroom grades</li> <li>*Benchmark scores</li> <li>*DRA/EDL Scores</li> <li>*NRT Results</li> <li>*STAAR Results</li> <li>*Anecdotal records</li> </ul> <p>Dedicate 3 days each month for Response to Instruction SSC meetings.</p>	<p>1, 2, 8, 10</p>	<p>Administrators Instructional Coach Intervention Specialists Classroom Teachers SPED Teachers ACE Coordinator</p>	<p>RTI Monitoring Log NCLB Notes District Benchmarks Mid Year Rd. Assess Progress Reports STAAR Data NRT Data EOY DRA/EDL RTI Database Promotion/Retention Data Report Cards</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 4 CSF 7</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>Technology PD K-2nd Refresh Technology in the fall. K-2nd Refresh PD in the spring. ISTE Conference in Denver in June.</p> <p>Participate in mentor-mentee program. Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants. -Staff members assist admin in recruitment at UH and Meet and Greet.</p> <p>Purchase appropriate hardware, software, apps, and licenses to support classroom integration. (Raz-Kids)</p>	1, 10	Administrators Instructional Coach ActivBoard Liaison Technology Team	2012 Implementation Survey Lesson Plans 2013 Implementation Survey STAR Report Campus Survey	✓	✓	✓
			<p>Funding Sources: 211 - Title I, Part A - \$3000.00, 211 - Title I, Part A - \$10000.00, 199 - General Fund - \$4500.00</p>			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.)</p> <p>Students will participate in Red Ribbon Week, a week dedicated to awareness and developing strategies to counteract drugs and violence in the community. The counselor will provide classroom lessons regarding peer pressure, bullying, and healthy choices.</p> <p>The counselor and CIS representative will build bridges through home visits. The principal in residence will provide 2 Title I meetings during the year during a family parent night.</p>	6	Administrators SDFCS Campus Facilitator Counselor CIS	Parent, teacher, and student referrals Lesson Plans Promotion/Retention Data Discipline (PEIMS) Campus Survey	✓	✓	✓

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> <li>* Bullying Prevention</li> <li>* Violence/conflict resolution</li> <li>* Recent drug use trends</li> <li>* Resiliency/Developmental Assets</li> <li>* Prevention Curriculum training</li> <li>* No Place for Hate</li> <li>* CSHAC</li> <li>* CARES</li> <li>* SEL</li> <li>* Developmental Assets</li> <li>* Love &amp; Logic</li> <li>* CHAMPS</li> <li>* Zones of Regulation or Boystown</li> </ul> <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p> <p>Bullying Prevention - Model for teachers and students during classroom counseling lessons.</p> <p>Violence/Conflict Resolution - Model for teachers and students during classroom counseling lessons.</p> <p>No Place for Hate - The counselor will work with the committee to design and implement at least three activities which address needs indicated in our campus survey.</p> <p>CSHACS - The nurse will work with the committee to design and implement at least three activities which address needs indicated in our campus survey (health fair, wellness screenings, Biggest Loser, etc.)</p> <p>Love and Logic - The counselor will continue to provide ongoing training to staff.</p> <p>Our ACE coordinator will coordinate evening trainings for parents.</p>	4	Administrators SDFCS Campus Facilitator Counselor CIS	CIS Referrals Counselor Referrals Discipline Referrals Lesson Plans Master Calendar Sign-ins Campus Survey Discipline Data (PEIMS)	✓	✓	✓
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<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.) SPED staff will work with administration to create a schedule that allows for inclusion during small group instructional times.</p> <p>SPED staff will attend district level training on differentiation</p>	4	Principal Diagnostician SPED Staff	<p>Log Tracking Entries required LRE Campus Ratio LRE Campus Ration Annual Report EOY assessments DRA Data STAAR Data</p>	✓	✓	✓
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</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>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.) SPED staff will meet each nine weeks with administrators for NCLB conferences to monitor the progress made by each SPED student. Students not making adequate gains will be brought back to staffing/ARD.</p> <p>Review schedules to be sure that SPED services are supplementing and not supplanting classroom instruction. Review IEP's to be sure the rigor of each plan allows for accelerated growth.</p>	1, 2, 9	Administrators Diagnostician LEAD SPED Teacher	<p>Fall District Assessment SPED Meeting Agendas Annual analysis of campus SPED students' STAAR results with respect to the percentage of students participating in each testing program and those mastering the test.</p>	✓	✓	✓

<p align="center"><b>Critical Success Factors</b> CSF 1</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>(What is your campus plan and timeline to meet this expectation.)</p> <p>Provide ARD training to all staff members during a fall faculty meeting. Maintain a database of all students to monitor referral, testing, ARD, and implementation timelines.</p> <p>Monitor students ongoing development an bimonthly RTI conferences.</p>	4	Administrators Diagnostician SPED Team STAT Coordinator	Comparison Report of 2013-2014 and 2014-2015 referrals (number of referrals, % of Q's vs. DNQ's, timeline or referrals).			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <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>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>Individual NCLB Conferences will allow the ILT to monitor individual and group performances.</p> <p>The ILT will meet weekly to reflect on the above data and address student and teacher needs.</p> <p>The iCoach will use the professional block rotation to engage teachers in professional development and/or professional reflections/ conversations based on student data.</p> <p>Results of these conversations will allow her to choose classrooms in which to model, provide feedback and coach.</p> <p>Our intervention specialists will provide push-in or pull-out based on student data.</p>	1, 4, 8	Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator	Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data			

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</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 material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc...</p>	<p>3, 9</p>	<p>Administrators Instructional Leadership Tm Classroom Teachers ACE Coordinator</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>
<p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p> <p>We will continue to purchase materials such as manipulatives, literacy materials, STAAR support, bilingual materials, etc. to bridge the gap for At Risk students.</p> <p>We will continue to provide during the day and after school intervention for all students working below the expected level.</p> <p>We will continue to set aside monies to supplement the district summer school program.</p>		<p>Funding Sources: 211 - Title I, Part A - \$10000.00</p>				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> <li>* recruitment</li> <li>* training/support</li> <li>* recognition of volunteers/partnerships</li> </ul> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>We will work with the district level Community Relations Department to coordinate and implement the Tyco Mentorship Program.</p> <p>We will collaborate with the United Way liaison to plan, train, implement, and evaluate our literacy partnership.</p> <p>We will provide multiple opportunities for parents to attend hands-on trainings to register to be a cleared volunteer.</p> <p>We will offer volunteer opportunities that can be completed outside the school campus.</p> <p>We will recognize all of our mentors and volunteers at annual school sponsored luncheon.</p>	6	<p>Campus Administrators CIS Counselor ACE Coordinator Intervention Specialist</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data Campus Survey</p>	✓	✓	✓
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 2 CSF 7</p> <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"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* Dual Language Programs</li> <li>* Problem-Based Learning</li> <li>* Co-Teach Training</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured followup.</li> </ul> <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> <p>Spring Shadows will utilize faculty meetings, the professional block rotation, individual conference periods and non-contract time to assure professional conversations in each of the following areas:</p> <ul style="list-style-type: none"> <li>* vertical alignment (one Wednesday a month vertical teams will meet)</li> <li>* instructional strategies to meet the needs of diverse student populations (professional block...occurs once ever seven days for grade level teams)</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy (faculty meetings and professional block)</li> <li>* STAAR testing and the state curriculum standards (TEKS) in the content areas of reading, math, writing, and science.</li> </ul>	4	<p>Campus Administrators Team Leaders iCoach Intervention Specialists</p>	<p>Running Records Fall and Mid Year Reading Levels Anecdotal Records Assessment Wall ARLA's District Benchmarks STAAR Data NRT Data TELPAS Data EOY District Assess. EOY DRA/EDL Data</p>			
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<p style="text-align: center;"><b>Critical Success Factors</b> CSF 3 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>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>All staff members will participate in training in the area of effective instruction with an emphasis on Rigor and Relevance. To sustain this new learning, we will dedicate one faculty meeting a month to strategies, reflections, and celebrations. Teachers will collaborate weekly to complete task analysis of student needs and grade level curriculum in order to design effective lessons for delivery in individual classrooms.</p>	4	<p>Campus Administrators Instruct. leadership Team</p>	<p>Teacher Appraisals Student Surveys Teacher Survey STAAR Data NRT DATA EOY District Assessment</p>	✓	✓	
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Spring Shadows will provide new teachers with an orientation meeting prior to the return of all staff members. This will include mentor introductions, nuts and bolts handbook training, a school tour and time to familiarize themselves with their rooms and resources. Each new teacher will be assigned a mentor from their grade level or content area. New teachers will meet one Wednesday a month with the instructional coach to provide support and preview upcoming events, paperwork, deadlines, etc.</p>	9	<p>Campus Administrators iCoach Team Leaders Mentor</p>	<p>SSE Faculty Snapshot Walk through's Team Minutes (Needs/Concerns) PDAL Observations Teacher Survey</p>			

<p style="text-align: center;"><b>Critical Success Factors</b> 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 (Complete this activity by describing how you will meet this expectation on your campus plan.) Campus leadership will attend the district job fair to recruit highly qualified staff. A team of staff members will be included on the interview team to ensure multiple perspectives. The webmasters will continue to develop our website so that highly qualified candidates can research what SSE has to offer.</p>	9	Administrator CIT Web masters	Faculty Snapshot Website Turnover Rate Job Fair sign in			
<p style="text-align: center;"><b>Critical Success Factors</b> 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>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>SSE will work with CIS &amp; ACE this year to build a bridge between the school and our families.</p> <p>We will focus on the perceived barriers of our families and design the program around these needs.</p> <p>SSE will partner with the Children's Museum to provide three family fun nights based on the needs of our families.</p> <p>SSE will study the input provided on our campus surveys to design appropriate professional development for home/school relationships.</p> <p>SSE will utilize at least two faculty meetings to define parental involvement and problem-solve ways to increase participation from our community.</p>	6	Campus Administrators CIS	2015 Parent Surveys Quarterly V-Soft Reports Flyers Agendas Sign-ins 2015 Parent Surveys 2014 and 2015 V-Soft Comparisons			

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</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>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p> <p>Continue with the annual Kindergarten Round-Up including meeting the teachers, previewing the curriculum and visiting the classrooms.</p> <p>Continue with annual daytime visit from feeder school Tiger Trail. Tour students through the building, meet key figures in the school, and enjoy a snack in the cafeteria.</p>	7	<p>Campus Administrators Kinder teachers</p>	<p>Sign-in from both events</p>			
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</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:</p> <ul style="list-style-type: none"> <li>a) Nature and needs of G/T students</li> <li>b) Assessing and identifying G/T student needs</li> <li>c) Differentiating Curriculum for G/T students</li> <li>d) Assessing social and emotional needs of G/T students</li> <li>e) Creativity and instructional strategies for G/T students.</li> </ul> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p> <p>We will continue to provide professional development that focuses on differentiation strategies for ALL students.</p> <p>We will work with district personnel to provide ongoing training so that we can increase the number of staff members with their 30 hours.</p>	2, 10	<p>Campus Administrators Counselor Librarian</p>	<p>Staff Hours at end of 2014-2015 Lesson Plans STAAR Results for GT students Agendas and sign-ins Comparison of staff GT hours for previous and current year</p>			



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</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>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Continue to develop differentiated workstations that are open-ended to challenge our GT students.</p>		<p>Campus Administrators Counselor Librarian Team Leaders</p>	<p>STAAR Results for GT students Commended Scores</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>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>Complete GT screening and analyze for possible testing.</p>	<p>1</p>	<p>Administrators Counselor</p>	<p>Sign-in sheets</p>			

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 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 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey *Submit articles in the school newsletter *Follow guidelines regarding meeting dates *Human Growth and Development (Gr. 4-5) *2nd Grade Nutrition Class/Cafeteria Tour *Dairy Farmer Visit *Fitness Gram *Purchase books on health for the library *Boot camp for staff *School Carnival *E-mails to staff about nutrition *Eyeglass party for students with glasses *Flu Shot Clinic for staff *Bimonthly Family Fun Nights *Music Programs *Thanksgiving Feast *No Place for Hate Week *Red Ribbon Week *Toro's Training Table *CPR, Stryker chair and asthma training *Counselor and CIS small groups to address</p>	6	<p>School Administrators Nurse CSH Team Health Fitness Teacher Music Teacher Cafeteria Manager CIS Counselor</p>	<p>Fitness Gram Database BMI Screening Referrals Vision Referrals Hearing Referrals Sign-ins Campus Survey</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>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p> <p>This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.</p>	6	<p>Principal AP CIT CIS Counselor</p>	<p>Final revised Parent Compact Final revised Parent Involvement Policy</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          *Offer a flexible number of meetings.          (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)</p> <p>The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.</p>	6	Administration Counselor CIS	Sign-in Sheets Parent Surveys			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Collaboration: Grade Level Teams - Grade level teams will meet twice weekly to study district expectations, assess student progress in relationship to the expectations, and design effective lessons and assessment according to student needs. Professional Block - Grade level teams will meet every 7 days to participate in grade specific professional development and professional conversations. Vertical Teams - Multi-grade teams will meet once a month to study, reflect, collaborate and problem-solve needs for campus curricular programs. Work in cross grade level teams to analyze test questions from the released STAAR test.
1	1	2	Language Arts: Maintain three full-time Intervention Specialists to work with both teachers and students. The specialists will consult, model and assist as needed with new or struggling teachers. In addition, the specialists will supplement classroom instruction for students working below grade level. Hire a temporary teacher assistant to assist with student ELA groups. Ensure small group instruction in the form of guided reading and/or literacy circles in all classrooms K-5. Dedicate 15 minutes, 3 days /week for an above level read aloud to develop comprehension & vocabulary. Purchase professional books to support language arts professional development. Purchase student literature manipulatives and support.
1	2	1	Maintain full-time Instructional Coach to work with both teachers and students. Maintain full-time math intervention to work specifically with 3-5th students and teachers. The specialist will consult, model and assist as needed with new or struggling teachers. In addition, the specialist will supplement classroom instruction for students working below grade level. Ensure students collaborate with problem solving situations using Math in Focus materials in all classrooms K-5. Send at least one staff member to the math curriculum roll-outs each 9 weeks. Provide support for Math in Focus implementation. Provide refresher training to classroom teachers for the implementation of Think through Math. Purchase professional books to support staff development in the area of math. Purchase student manipulatives and support materials to enhance student achievement in the area of mathematics. Enroll at least 80% of our students not meeting expectations in after school tutoring.
1	3	1	Ensure small group instruction in all classrooms K-5 to allow for concept refinement. Provide ongoing support for Stem Scopes curriculum. Integrate nonfiction science literature in the language arts block. Purchase professional books to support staff development in the area of science. Emphasize strategies that assist students in bridging hands-on science experiences and paper/pencil representations. Purchase student literature, manipulatives, and support materials to enhance student achievement in the area of Science, Math, Reading. Providing student intervention, there's parent knowledge of student curriculum and progress, such has progress and report cards, homework folders, paper,poster board, pencil, math, science, and reading manipulatives
3	1	2	Continue to provide an After School Program to include academic assistance (tutoring and homework help) as well as enrichment activities such as team sports.

## Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Teacher Professional Development-ISTE		\$4,500.00
<b>Sub-Total</b>					\$4,500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Other Payroll- Intervention Specialist- Katelyn G.	6119	\$62,517.00
1	1	1	Other Payroll- Intervention Specialist- Zulma C.	6119	\$16,196.00
1	1	1	Other Reading Mat- Professional Books	6329	\$3,000.00
1	1	2	Temporary Teacher Assistant	6129	\$9,810.00
1	1	3	Other Reading Material- Purchase books	6329	\$10,000.00
1	1	3	Rigor and Relevance Professional Development	6411	\$2,000.00
1	2	1	Other Payroll Payment- Noe H.	6119	\$63,698.00
1	2	1	Othe reading Material- Books	6329	\$3,000.00
1	2	1	Supply / Materia	6399	\$5,000.00
1	3	1	Supply and Material	6399	\$10,000.00
1	4	1	Substitute Pay- Professional Development	6112	\$6,000.00
1	4	1	Supply and Material	6399	\$2,000.00
2	1	2	Other Payroll Payment	6116	\$40,000.00
2	1	4	Children Museum -	6499	\$2,540.00
5	1	4	Software	6397	\$3,000.00
5	1	4	Tech-Hardware	6398	\$10,000.00
5	1	11	supply and material	6399	\$10,000.00
<b>Sub-Total</b>					\$258,761.00
<b>Grand Total</b>					\$263,261.00