

**Spring Branch Independent School District**  
**Spring Oaks Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

Spring Oaks Middle School will:

Work hard.

Be kind.

Embrace challenges.

Learn daily.

No excuses.

## Vision

As a SOMS community, we commit to providing a high-quality education for all students.

## Value Statement

### Every Child

We put students at the heart of everything we do.

• Every child. Every day. Every minute. Every way.

• What's Best for the Child Drives the Decision

• Infinite Possibilities Through Education

## **Collective Greatness**

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

## **Collaborative Spirit**

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

## **Limitless Curiosity**

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

## **Moral Compass**

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

88% Hispanic; 7% White; 4% African American

85% Economically disadvantaged

81% At-risk

44% English Language Learners

## **Student Achievement**

### **Student Achievement Summary**

We continue to focus on rigorous instruction, best first teaching practices, literacy and targeted interventions for those students with achievement gaps.

### **Student Achievement Strengths**

We provide frequent and ongoing professional development and support for teachers so that they can design and implement rigorous instruction.

Teachers have designated planning time with partners each day.

Double blocked ELA classes to increase the time spent on growth and intervention. Math intervention periods for targeted students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We work toward creating and maintaining a culture which promotes striving for excellence, innovation and positivity among staff and students by utilizing our results from the Spring 2018 panorama survey and implement strategies for improved social connections between students and teachers

### **School Culture and Climate Strengths**

Support is provided for students and teachers. Advisory periods are devoted to T-2-4. Extensive training is provided for teachers regarding classroom management, creating positive relationships relevant and rigorous instruction

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

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

We will continue to recruit highly qualified (under ESSA) teachers and staff and

Work to increase employee retention rates

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

We provide our new and struggling teachers with intense support, utilizing our New Teacher Development Program and assistance from iCoaches.

We conduct frequent informal classroom visits and observations as way to provide targeted feedback and feed-forward to assist teachers in improving their craft.

We provide numerous, meaningful professional development opportunities.

We provide support to build and empower all teams, vertical teams, and departments through training teachers on the principles of Professional Learning Communities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers plan instruction using backward design which begins with the standards (TEKS) and includes common assessment and data analysis and also incorporate the Fundamental Five in daily lessons.

Professional Learning Communities have been implemented and continue to develop and grow in core departments.

Core departments assess student mastery through a variety of tools, including daily informal assessments, campus common assessments, district benchmarks, practice TELPAS writing, released STAAR and MAP.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers have a designated class period every day to collaborate and plan with team and department members either in team planning or department Professional Learning Communities.

Teachers have been trained on how to analyze data to inform instruction and provide targeted intervention to students with gaps.

Teachers have been trained in ESL strategies, literacy strategies and small group instruction



## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Family and community involvement is an area what we continue to strive to improve. We will add opportunities for parents to become involved in their child's school by providing varied events they will be invited to attend.

### **Parent and Community Engagement Strengths**

We have created several high interest events such as Nacho Night, Frito Pie Night and Fine Arts events which have resulted in more parents visiting school. Increased communication regarding events has also increased attendance and involvement. Increased visibility and continued connecting with parents and students will be key, including looking at our panorama survey results to further strengthen community involvement.

## **School Context and Organization**

### **School Context and Organization Summary**

School leadership capacity is being developed by reorganization of leadership positions and responsibilities. Training and development opportunities are readily available. Open, continuous communication and collaboration within the administrative team is critical.

Department chairs and instructional coaches provide instructional support to teachers.

There is a focus on student growth and progress across all content areas

### **School Context and Organization Strengths**

Administrators, counselors, instructional coaches and department chairs collaborate and communicate frequently regarding student achievement and needs.

Collaboration time through Professional Learning Communities is built into the schedule.

Placement of classes has been reorganized to create a 6<sup>th</sup> grade wing to better serve the needs of incoming 6<sup>th</sup> graders.

Schedule has been modified to allow for block-scheduling of ELA classes.

## **Technology**

### **Technology Summary**

Along with district provided technology, SOMS has a computer lab for TechEd classes, an Active Room and several banks of computers in our library. Teachers have carts

of laptops and iPad in their classroom for student use. A long-range plan to add technology devices each year to get us as close to 1:1 is our goal.

### **Technology Strengths**

Many teachers have secured Donors Choose grants to purchase additional classroom technology.

A significant portion of Title 1 funds are earmarked for a campus technology rollout this year.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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




# Goals

**Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

**Performance Objective 1:** By June 2019, at least 75% of MS students will meet or exceed growth expectations on MAP.

**Evaluation Data Source(s) 1:** MAP

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Interventions	2.4, 2.5, 2.6	Administration Instructional Coaches/Interventionists Department Chairs	Student growth as demonstrated by MAP scores.			
	Funding Sources: 199 PIC 11 - Instructional Services - 500.00					
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Professional Development	2.4, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Student growth as demonstrated by MAP scores.			
	Funding Sources: 199 PIC 11 - Instructional Services - 6146.00					
<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:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.




**Performance Objective 2:** By June 2019, at least 70% of MS students will meet standards on STAAR ELA and 55% in 7th Writing.

**Evaluation Data Source(s) 2:** STAAR Results:

2017 = 39%

2018 =

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Professional Development	2.4	Administration	Increase in number of students meeting or exceeding standards on STAAR			
	Funding Sources: 211 - Title I, Part A - 5063.00, 199 PIC 99 - Undistributed - 700.00					
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Interventions	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
	Funding Sources: 199 PIC 11 - Instructional Services - 1500.00					
<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:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 3:** By June 2019, at least 80% of MS students will meet standards on STAAR Math.

**Evaluation Data Source(s) 3:** STAAR  
Common assessments

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 1) Professional Development	2.4	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 2) Interventions	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
Funding Sources: 199 PIC 11 - Instructional Services - 2293.00, 199 PIC 99 - Undistributed - 3700.00						
<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 1:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 4:** By June 2019, at least 70% of MS students will meet standards on STAAR Science.

**Evaluation Data Source(s) 4:** Common Assessments, STAAR

**Summative Evaluation 4:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Interventions	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
	Funding Sources: 199 PIC 11 - Instructional Services - 500.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Professional Development	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
<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 1:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 5:** By June 2019, at least 70% of MS students will meet standards on STAAR Social Studies.

**Evaluation Data Source(s) 5:** Common Assessments, STAAR

**Summative Evaluation 5:**

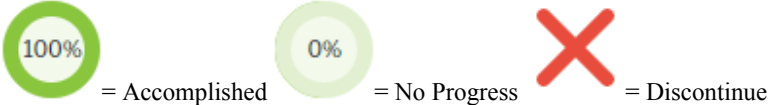
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Interventions	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
Funding Sources: 199 PIC 11 - Instructional Services - 500.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  2) Professional Development	2.4, 2.5, 2.6	Administrators Instructional Coaches/Interventionists Department Chairs	Increase in number of students meeting or exceeding standards on STAAR			
 = Accomplished  = No Progress  = Discontinue						

**Goal 1:** In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

**Performance Objective 6:** By August 16, 2017, staff and students will know campus SMART(er) Goals-increasing literacy and problem solving/critical thinking skills.

**Evaluation Data Source(s) 6:** MAP, STAAR, TELPAS

**Summative Evaluation 6:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 1) Increase student access to personalized learning	2.4, 2.5, 2.6	Administration	Student progress on MAP tests Increase in Approaches and Met on STAAR tests Students progress one level or more on Telpas composite rating Increase in students exiting ESL program			
Funding Sources: 211 - Title I, Part A - 15430.00, 199 PIC 11 - Instructional Services - 4216.00						
						

**Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.**

**Performance Objective 1:** By June 2019, at least 67% of MS students will respond favorably on School Rigorous Expectations on the Panorama Survey.

**Evaluation Data Source(s) 1:** 2017-18 baseline data = BOY@ 66% and EOY @ 64%. (District Average 62%)

**Summative Evaluation 1:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Recognition Assemblies held by grade level to recognize students with perfect attendance, honor roll, and S.T.A.R. Students.		Conselors Administrators	Increase school pride Assemblies every 9 weeks			
<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 2:** In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 2:** By June 2019, at least 54% of MS students will repond favorably on School Teacher-Student Relationships on the Panorama Survey.

**Evaluation Data Source(s) 2:** Panorama Survey 2017-18 baseline data=BOY @ 59% and EOY @ 51%. (District Average 49%)

**Summative Evaluation 2:**

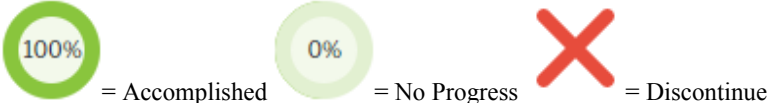
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 6</p> <p>1) Students of the Month will be nominated by teachers, 2 per grade level.</p>		Administrators Counselors	Increase opportunities for teachers to recognize students.			
<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 2:** In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 3:** By June 2019, at least 55% of MS students will respond favorably on School Climate on the Panorama Survey.

**Evaluation Data Source(s) 3:** Panorama Survey 2017-18 baseline data=BOY @ 57% and EOY @ 45%. (District Average 50%)

**Summative Evaluation 3:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 5 CSF 6</p> <p>1) Host after school events for students and families to promote school/home connection (i.e. academic nights, orientation, testing, Open House, parent/admin meetings).</p>		Administrators Administrative Assistant	Increase parent involvement and connection to school/community.			
Funding Sources: 211 - Title I, Part A - 2770.00, 199 PIC 11 - Instructional Services - 6000.00, 199 PIC 99 - Undistributed - 7300.00						
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 6</p> <p>2) 100% of SOMS staff will participate in Project Class training to implement PC Social Skills in every class daily.</p>	2.6	Administrators Administrative Assistant Project Class Coach L. Cortez	All staff trained will yeild higher impact results.			
Funding Sources: 211 - Title I, Part A - 1800.00						
<p>3) Refer students to Project Class/L. Cortez small group sessions as needed.</p>		Administrators Teachers Project Class Coach L. Cortez	Increase in compliance Increase in effective classroom management practices Decrease undesirable behaviors Increase teaching time			
						

**Goal 2:** In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 4:** By June 2019, at least 45% of MS students will respond favorably on School Belonging on the Panorama Survey.

**Evaluation Data Source(s) 4:** Panorama Survey 2017-18 baseline data=BOY @ 51% and EOY @ 42%. (District Average 42%)

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 6</p> <p>1) Students will enroll in Remind for updates, reminders, messages, and general information.</p>		Administrators Administrative Assistant	Students will have a direct connection with principal for reminders, updates, and alerts.			
<p style="text-align: center;">  = Accomplished                          = No Progress                          = Discontinue                 </p>						

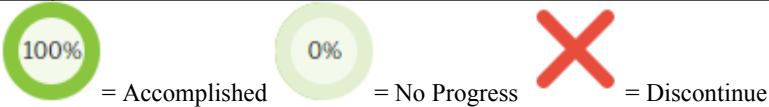


**Goal 2:** In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

**Performance Objective 5:** By 2019, at least 58% of MS students will respond favorably on School Safety on the Panorama Survey.

**Evaluation Data Source(s) 5:** Panorama Survey 2017-18 baseline=BOY @ 50% and EOY @ 39%. (District Average 58%)

**Summative Evaluation 5:**

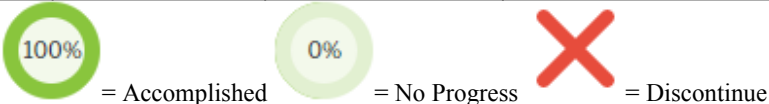
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 6  1) Daily announcements will include expectations for the 3 R's (Be Respectful, Responsible, and Ready.) -TBSI/PBIS Strategy		Administrators	Reinforce expectations and positive behaviors.			
	Funding Sources: 199 PIC 99 - Undistributed - 2500.00					
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 6  2) Provide opportunities for at-risk and economically disadvantaged students to participate in fine arts, CATE and other electives aligned to T-2-4	2.4, 2.5, 2.6	Administrators Department Chairs	Increase in student connectedness to school. Increase in student awareness and preparation to achieve T-2-4 goal.			
	Funding Sources: 199 PIC 11 - Instructional Services - 5162.00					
						

**Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.**

**Performance Objective 1:** By June 2019, at least 27% of MS students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

**Evaluation Data Source(s) 1:** Baseline data:  
 2017-18 - STAAR = 24 % at meets, all students and all subjects  
 2017-18 MAP = .... %

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1 CSF 7  1) Set the expectation for all staff to be GT certified.		Administrators Counselors	Increase higher order thinking skills and critical thinking opportunities in every classroom.			
<b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  2) Continue to implement informal walk-through feedback loops with Fundamental 5 components.		Administrators	-increased student engagement, frequent small group purposeful talk, critical writing, praise and recognition, teacher involvement/presence, -all teachers in the practice of posting objectives in every classroom			
<b>PBMAS</b>  <b>Critical Success Factors</b> CSF 1 CSF 7  3) Continue to train teacher on the Fundamental 5 instructional strategies; monitor and support teachers all year.		Administrators	-increased student engagement -increased student achievement -increased monitoring through classroom observation and assessments			
						

**Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.**

**Performance Objective 1:** By June 2019, SOMS will close existing achievement gaps by at least 20% across specific demographic groups, LEP/SPED/ECON DIS/ALL/H, while all performance improves.

**Evaluation Data Source(s) 1:** TAPR -

2016-17 =

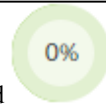
2017-18 =

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Admin monitors team and PLC processes for continual MAP/STAAR growth.</p>		Administrators	-increase teacher focus on needs and priorities -set expectations (PLC Continuum BOY and EOY) -increased admin presence and support -increased monitoring and support of DCs/Departments			
Funding Sources: 199 PIC 11 - Instructional Services - 300.00, 199 PIC 99 - Undistributed - 1700.00						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>2) Continue to commit to send 4 teachers to QTEL Training during the 2018-2019 school year.</p>		Administrators	-increase EL instructional strategies across all content areas			
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>3) Implement vocabulary/language development across content areas.</p>		Admin District PD Support	-increase cognitive academic language -increase language development			
Funding Sources: 199 PIC 23 - Special Education - 460.00, 199 PIC 25 - ESL/Bilingual - 1535.00, 199 PIC 30 - At Risk School Wide SCE - 6020.00, 199 PIC 11 - Instructional Services - 5985.00						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>4) Monitor LSR(critical)W across content areas.</p>		Administrators	Increase EL performance and achievement Increase exit rate			
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Implement RTI across core content areas.</p>	2.4, 2.5, 2.6	Administrators	Close gaps for struggling students Increase passing rate on STAAR Increase students achieving Met on STAAR.			
Funding Sources: 211 - Title I, Part A - 221337.00						



= Accomplished



= No Progress



= Discontinue

**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:** Meeting all federal and state timelines and compliance components.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe and Drug Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.</p>	2.4, 2.6	Admin Counselors	Refine/adjust programs to meet the needs of students based on need.			
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>2) Monitor progress of students failing to meet SSI promotion requirements 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 identified.                      *Lab support                      *SSC                      *trailer courses                      *504/ARD Accomodations</p>	2.4, 2.5, 2.6	Administrators Counselors Diagnostician Intervention Specialists	Ensure student success Increase student achievement			

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>3) 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 Assesment of Academic Readiness (STAAR).</p> <p>*Participate in mentee/mentor new teacher program</p> <p>*Provide support to new teachers throughout the school year via campus induction program</p> <p>*Involve staff in recruiting and interviewing highly-qualified applicants.</p>	2.4, 2.5, 2.6	Administrators ItsLearning Trail Guides DCs Mentor Teachers	Recruit and maintain staff members Enhance teaching and learning through effective and appropriate use of technology			
<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 5 CSF 6</p> <p>4) Promote parent and community involvement in drug and violence prevention programs/activities.</p> <p>*Anti-bullying lessons and activities</p> <p>*No Place for Hate/ADL</p>	3.1, 3.2	Admin Counselors Student Council	Increase student tolerance and acceptance of others' differences Increase in positive school climate			
<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 6</p> <p>5) 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>-No Place for Hate</li> <li>-CSHAC</li> <li>-SEL</li> <li>-Love &amp; Logic</li> </ul>	2.6	Administrators Counselors CIS	Increase acceptance of all students regardless of differences Build conflict resolution skills Instill practice on good decision making skills			
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>6) SPECIAL EDUCATION-</p> <ul style="list-style-type: none"> <li>-Monitor and evaluate LRE ratio</li> <li>-Develop campus capacity to support inclusive programming for students with disabilities</li> </ul>	2.4	Administration	Ensure that special education students receive required services and achieve academic and social/emotional growth and success			

<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) 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? How will you improve this process on your campus this year?)</p>	2.4, 2.6	Administration	Ensure that special education students receive required services and achieve academic and social/emotional growth and success			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>8) SPECIAL EDUCATION-Ensure that SpED staff, building administrators, and counselors are trained on and adhere to SpED timelines and compliance requirements.</p>	2.4, 2.6	Administration	Ensure that special education students receive required services and achieve academic and social/emotional growth and success			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>9) STATE COMP ED-Provide supplemental At-risk services/support in the conten areas: -ELA -Math -Science -Social Studies -LEP</p> <p>(Describe how instructional specialists and other support staff are being used on your campus to meet this expectation.) RTI pull-out interventions instructional coaching by campus and district coaches after school interventions</p>	2.4, 2.5, 2.6	Administration Instructional coaches Department Chairs	Increased STAAR scores Students achieve growth on yearly progress monitors.			




<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>10) Identify At-risk students; provide them with supplemental services and monitor progress (including continual English language development for students).</p> <p>SOMS will utilize: manipulatives, literacy materials, STAAR support, LEP materials, After School/Extended Day, summer school, computer assisted instruction</p> <p>(Identify the materials appropriate to your campus from the list that can be used to to meet this expectation. Describe how and by whom these will be used on your campus.)</p>	<p align="center">2.4, 2.6</p>	<p>Administration Instructional coaches Department Chairs</p>	<p>Increased STAAR scores Students achieve growth on yearly progress monitors</p>			
<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 6</p> <p>11) CAMPUS VOLUNTEER/PARTNERSHIP-Develop, monitor, and evaluate campus volunteer/partnership programs that include: (1) recruitment, (2) training/support, (3) recognition of volunteers/partnerships.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>Community Partners Communities in Schools SWAP</p>		<p>Admin CIS Counselors</p>	<p>Increased school-community relationships Increase in School Climate rating on Panorama Survey</p>			



<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) TITLE II, A-Provide professional development that increases knowledge and skills related to: *vertical alignment *instructional strategies to meet the needs of diverse student populations *integration of technology into curriculum and instruction for improving teaching, learning, and technology literacy *STAAR testing and the state curriculum standards (TEKS) in the content areas of ELA, SSt, and/or science, and/or math. *The design and delivery of instruction *Small group instruction **This includes opportunities for teachers to be coached, attend sustained training/inservices/workshops and/or conferences together with structured follow-up.</p>	2.4, 2.6	Administration	Increased STAAR scores Students achieve growth on yearly progress monitors			
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>13) SYSTEM SAFEGUARD STRATEGY CRITICAL SUCCESS FACTORS CSF 1, CSF 2, CSF 3, CSF 7</p> <p>Teachers/Administrators/Staff will develop an 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>	2.4, 2.6	Administration	Increased STAAR scores Students achieve growth on yearly progress monitors			
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	2.4, 2.6	Administration	Increased STAAR scores Students achieve growth on yearly progress monitors Lower attrition rate for new teachers			

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>15) Recruit and retain highly-qualified staff, defined through state, ESSA and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus website.</p>	2.4, 2.6	Administration	Hire highly qualified teachers to meet the needs of SOMS students.			
<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>16) The CIT, teachers, administrators, and other staff members, an parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>Open House 6th Orientation Report Card Pick Up Nights Award Assemblies</p>	3.1, 3.2	Administration	Increased school-community relationships Increase in School Climate rating on Panorama Survey			
<p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) Identify students eligible for Pregnancy Related Services and provide a support system that includes- but is not limited to- counseling, career guidance, school/other health-related services, transportation, parenting, job-readiness training, childcare, home instruction.</p>	2.6	Administrators Nurse Nurse Asst. Counselors CIS	Lower Drop Out rate			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>18) GIFTED AND TALENTED- Provide opportunities for G/T professional development based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students</p> <p>(Select one area of focus from the list and describe how you will implement this on your campus.) Focus on C and E through professional development and collaborative planning in PLC</p>	2.4, 2.5, 2.6	Administration	Increase number of teachers with G/T certification to meet the needs of G/T students			

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) 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>	2.4, 2.5, 2.6	Administration	Provide opportunities for G/T students to progress academically and social/emotional growth.			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) GIFTED AND TALENTED- Conduct annual G/T evaluation by following district-wide procedures for referral, testing, and nomination 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>	2.4, 2.5, 2.6	Administration Counselors	Refine G/T evaluation process to more effectively identify and meet the needs of G/T students			
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 6</p> <p>21) COORDINATED SCHOOL HEALTH (CSH) and CIP:</p> <p>Steps to incorporate CSH-</p> <ol style="list-style-type: none"> <li>1. Review the School Health Index completed by the C-SHAC</li> <li>2. Identify focus area(s) for campus</li> <li>3. Choose focus area(s) to place in this area of Required Elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> <li>a. District 5 Year Goal Campus Survey</li> <li>b. School Health Index</li> </ol> </li> </ol>	2.6, 3.2	Administration Counselors Nurse				
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 6</p> <p>22) Review and revisit both the Home/School Compact and Parent Involvement Policy: *offer several opportunities for parent input, *develop, with parent input, current school year compact and policy in appropriate language(s)- Eng/Spn, *share compact with parents and document.</p>	3.1, 3.2	Administration				

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 5</p> <p>23) SYSTEM SAFEGUARD STRATEGY CRITICAL SUCCESS FACTORS CSF 5, CSF 6</p> <p>Increase parent attendance at Title 1 Annual Meeting to share:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title 1 participation</li> <li>**offer flexible number of meetings</li> </ul>	<p>3.1, 3.2</p>	<p>Administration</p>				
<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>						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Interventions
1	1	2	Professional Development
1	2	2	Interventions
1	3	2	Interventions
1	4	1	Interventions
1	5	1	Interventions
1	5	2	Professional Development
1	6	1	Increase student access to personalized learning
3	1	2	Continue to implement informal walk-through feedback loops with Fundamental 5 components.
4	1	2	Continue to commit to send 4 teachers to QTEL Training during the 2018-2019 school year.
4	1	3	Implement vocabulary/language development across content areas.
4	1	4	Monitor LSR(critical)W across content areas.
5	1	1	Conduct annual program evaluation (CATE, SCE, G/T, LEP, Safe and Drug Free Schools) utilizing student performance data derived from special populations for the purpose of program review and revision.
5	1	2	Monitor progress of students failing to meet SSI promotion requirements 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 identified. *Lab support *SSC *trailer courses *504/ARD Accomodations
5	1	3	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 Assesment of Academic Readiness (STAAR). *Participate in mentee/mentor new teacher program *Provide support to new teachers throughout the school year via campus induction program *Involve staff in recruiting and interviewing highly-qualified applicants.
5	1	6	SPECIAL EDUCATION- -Monitor and evaluate LRE ratio -Develop campus capacity to support inclusive programming for students with disabilities
5	1	7	SPECIAL EDUCATION-Examine state assessment reports to evaluate progress of students with disabilities relative to ARD Committee recommendations and predictions. (How accurately did ARD Committee recommendations predict and guide student achievement on state assessments? How will you improve this process on your campus this year?)

Goal	Objective	Strategy	Description
5	1	8	SPECIAL EDUCATION-Ensure that SpED staff, building administrators, and counselors are trained on and adhere to SpED timelines and compliance requirements.
5	1	9	STATE COMP ED-Provide supplemental At-risk services/support in the conten areas: -ELA -Math -Science -Social Studies - LEP (Describe how instructional specialists and other support staff are being used on your campus to meet this expectation.) RTI pull-out interventions instructional coaching by campus and district coaches after school interventions
5	1	10	Identify At-risk students; provide them with supplemental services and monitor progress (including continual English language development for students). SOMS will utilize: manipulatives, literacy materials, STAAR support, LEP materials, After School/Extended Day, summer school, computer assisted instruction (Identify the materials appropriate to your campus from the list that can be used to to meet this expectation. Describe how and by whom these will be used on your campus.)
5	1	12	TITLE II, A-Provide professional development that increases knowledge and skills related to: *vertical alignment *instructional strategies to meet the needs of diverse student populations *integration of technology into curriculum and instruction for improving teaching, learning, and technology literacy *STAAR testing and the state curriculum standards (TEKS) in the content areas of ELA, SSt, and/or science, and/or math. *The design and delivery of instruction *Small group instruction **This includes opportunities for teachers to be coached, attend sustained training/in-services/workshops and/or conferences together with structured follow-up.
5	1	13	SYSTEM SAFEGUARD STRATEGY CRITICAL SUCCESS FACTORS CSF 1, CSF 2, CSF 3, CSF 7 Teachers/Administrators/Staff will develop an 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.
5	1	14	Provide support for new teachers with ongoing mentoring and planning with certified staff.
5	1	15	Recruit and retain highly-qualified staff, defined through state, ESSA and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on the campus website.
5	1	23	SYSTEM SAFEGUARD STRATEGY CRITIAL SUCCESS FACTORS CSF 5, CSF 6 Increase parent attendance at Title 1 Annual Meeting to share: *standards and goals *parents' rights *curriculum *School Report Card *Title 1 participation **offer flexible number of meetings

## Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	student travel	199.11.6494.000.046.11.0.046	\$500.00
1	1	2	substitutes	199.11.6112.000.046.11.0.046	\$2,000.00
1	1	2	substitutes/support statt	100.11.6122.000.046.11.0.046	\$3,146.00
1	1	2	substitute/hourly support person	199.11.6125.000.046.11.0.046	\$1,000.00
1	2	2	supply/materials LA	199.11.6399.015.046.11.0.046	\$1,500.00
1	3	2	supply/materials Math	199.11.6399.019.046.11.0.046	\$700.00
1	3	2	supply/material	199.11.6399.334.046.11.0.046	\$1,593.00
1	4	1	supply/material Science	199.11.6399.031.046.11.0.046	\$500.00
1	5	1	supply/materials Social Studies	199.11.6399.018.046.11.0.046	\$500.00
1	6	1	technology equipment	199.11.6398.000.046.11.0.046	\$500.00
1	6	1	supply materials	199.11.6399.000.046.11.0.046	\$3,716.00
2	3	1	misc operating expenses	199.11.6499.000.046.11.0.046	\$6,000.00
2	5	2	Supply/materials Music	199.11.6399.009.046.11.0.046	\$300.00
2	5	2	supply/materials F Lang	199.11.6399.016.046.11.0.046	\$150.00
2	5	2	supply/materials Art	199.11.6399.017.046.11.0.046	\$2,000.00
2	5	2	supply/materials Manufacturing	199.11.6399.343.046.11.0.046	\$1,593.00
2	5	2	supplies/materials Career Portals	199.11.6399.347.046.11.0.046	\$819.00
2	5	2	supply/materials Health Fitness	199.11.6399.033.046.11.0.046	\$300.00
4	1	1	employee travel	199.11.6411.000.046.11.0.046	\$300.00
4	1	3	supply/materials	199.11.6399.344.046.11.0.046	\$5,985.00
<b>Sub-Total</b>					\$33,102.00
<b>Budgeted Fund Source Amount</b>					\$33,102.00
<b>+/- Difference</b>					<b>\$0</b>
<b>199 PIC 23 - Special Education</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material Special Ed	199.11.6399.046.23.0.046	\$460.00
<b>Sub-Total</b>					\$460.00
<b>Budgeted Fund Source Amount</b>					\$460.00
<b>+/- Difference</b>					\$0
<b>199 PIC 25 - ESL/Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material Bil/EsL	199.11.6399.000.046.25.0.046	\$1,535.00
<b>Sub-Total</b>					\$1,535.00
<b>Budgeted Fund Source Amount</b>					\$1,535.00
<b>+/- Difference</b>					\$0
<b>199 PIC 30 - At Risk School Wide SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	supply/material At risk	199.11.6399.000.046.30.0.046	\$6,020.00
<b>Sub-Total</b>					\$6,020.00
<b>Budgeted Fund Source Amount</b>					\$6,020.00
<b>+/- Difference</b>					\$0
<b>199 PIC 99 - Undistributed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	substitutes	199.12.6112.000.046.99.0.046	\$700.00
1	3	2	other reading materials	199.12.6329.000.046.99.0.046	\$2,000.00
1	3	2	other supplies	199.12.6399.000.046.99.0.046	\$1,700.00
2	3	1	overtime	199.23.6121.000.046.99.0.046	\$500.00
2	3	1	copier maintainance	199.23.6269.000.046.99.0.046	\$3,000.00
2	3	1	supply office	199.23.6399.000.046.99.0.046	\$2,000.00
2	3	1	misc operating expense	199.23.64499.000.046.99.0.046	\$1,000.00
2	3	1	plant maintenance and operations	199.51.6121.000.046.99.0.046	\$800.00
2	5	1	supply-counselor	199.31.6399.000.046.99.0.046	\$1,000.00



2	5	1	supply clinic	199.33.6399.000.046.99.0.046	\$1,500.00
4	1	1	Region 4 services	199.23.6239.000.046.99.0.046	\$1,000.00
4	1	1	travel-employee	199.23.6411.000.046.99.0.046	\$700.00
<b>Sub-Total</b>					\$15,900.00
<b>Budgeted Fund Source Amount</b>					\$15,900.00
<b>+/- Difference</b>					\$0
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	substitutes	211.13.6112.000.046.30.0.000.FBG19	\$3,000.00
1	2	1	medicare	211.13.6141.000.046.30.0.000.FBG19	\$44.00
1	2	1	workers comp	211.13.6143.000.046.30.0.000.FBG19	\$19.00
1	2	1	employee travel	211.11.6411.000.046.30.000.FBG19	\$2,000.00
1	6	1	technology	211.11.6398.000.046.30.0.000.FBG19	\$10,000.00
1	6	1	supplies	211.11.6399.000.046.30.0.000.FBG19	\$5,430.00
2	3	1	sub/hr support personnel	211.61.6125.000.046.30.0.000.FBG19	\$2,464.00
2	3	1	medicare	211.61.6141.000.046.30.0.000.FBG19	\$36.00
2	3	1	workers comp	211.61.6143.000.046.30.0.000.FBG19	\$16.00
2	3	1	teacher retirement	211.61.6146.000.046.30.0.000.FBG19	\$254.00
2	3	2	misc contract services	211.11.6299.000.046.30.0.000.FBG19	\$1,800.00
4	1	5	interventionists and intervention support	211.11.6119.000.046.30.0.000.FBG19	\$164,100.00
4	1	5	medicare	211.11.6141.000.046.30.0.000.FBG19	\$2,698.00
4	1	5	employee contribution	211.11.6142.000.046.30.0.000.FBG19	\$7,182.00
4	1	5	workers comp	211.11.6141.000.046.30.0.000.FBG19	\$1,189.00
4	1	5	teacher retirement	211.11.6146.000.046.30.0.000.FBG19	\$19,168.00
4	1	5	other payroll payments	211.11.6116.000.046.30.0.000.FBG19	\$22,000.00
4	1	5	student transportation	211.11.6494.000.046.30.0.000.FBG13	\$5,000.00
<b>Sub-Total</b>					\$246,400.00
<b>Budgeted Fund Source Amount</b>					\$246,400.00

					<b>+/- Difference</b>	<b>\$0</b>	
<b>211 - School Improvement Grant</b>							
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>		<b>Amount</b>
							\$0.00
						<b>Sub-Total</b>	\$0.00
						<b>Budgeted Fund Source Amount</b>	\$143,600.00
						<b>+/- Difference</b>	<b>\$143,600.00</b>
						<b>Grand Total</b>	<b>\$303,417.00</b>