

Spring Branch Independent School District
The Tiger Trail School
2018-2019 Campus Improvement Plan



Mission Statement

We are committed to a personalized learning experience for every child with community collaboration.

Vision

Our students will become self-motivated learners and contributing members of our community.

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

We are a PreK School in Spring Branch Independent School District and truly consider it a privilege to develop the whole child. Since we are a PreK School the majority of our families are new to us every year and our enrollment at times fluctuates. This year, we are glad to have a pretty strong enrollment of 300 students and 13 daycare employee children. What has remained consistent is that every year we have a high percentage of a classified at-risk and economically disadvantaged population. Our building is also used for after school care for district staff, which allows us to reach a larger population.

At our PreK campus we have the opportunity to mold young minds and strengthen their young bodies. We understand the importance of connecting the mind and body to have a healthy whole child. We continue to strengthen our students' social, emotional, and physical well being. We do not have a PTA and the funds from the numerous fundraisers we have each year is used for educational items that are needed in the classroom.

While our population is 71% economically disadvantaged, 96% minority, 68% LEP and 70% At Risk, Tiger Trail students are some of the highest performing on the district's literacy and math assessments. These assessments are done at the beginning, middle and end of the year to plan for each child's individual instruction and to monitor student progress. End of year assessments show our students leave Tiger Trail well prepared for Kindergarten.

The 2018-2019 classes will be:

- i. 6 Mainstream/ESL PK4 classes with 107students
- ii. 6 Bilingual/Spanish PK4 classes with 115 students
- iii. 1 Self-Contained PPCD classroom with 02 students and 06 SpEd Inclusion students
- iV. 1 Mainstream/ESL PK3 class with 30 students
- v. 2 Bilingual/Spanish PK3 classes with 55 students

Demographics Strengths

Each day students participate in three learning workshops: literacy, math, and projects. We maintain a balanced approach to literacy learning by taking each child where they are and building on their strengths to help them reach their full potential in early reading and writing. Our mathematics program concentrates on growing children's understanding of math concepts by laying a concrete foundation for later abstract thinking. Finally, our students participate in class projects that allow them to apply their recently acquired literacy and math skills in authentic situations. We take an interdisciplinary approach to our instruction. We believe this better prepares students for life outside of school. Social Studies and Science concepts are integrated into the curriculum. There is an instructional focus on higher level thinking skills and problem-solving. Students also participate in daily gross motor instruction and recess. Each day also includes a healthy dose of play, because we know "play is the work of young children."

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics. **Root Cause:** Poverty

Student Achievement

Student Achievement Summary

Rapid Letter Naming Campus: ESL 90% – Bilingual 86% District: ESL 84% – Bilingual 88%

Rapid Vocabulary Campus: ESL 59 – Bilingual 59% District: ESL 49% – Bilingual 65% **Performance Objective was created for 2018-2019**

Phonological Awareness Campus: ESL 86% – Bilingual 59% District: ESL 82% – Bilingual 76% **Performance Objective was created for 2018-2019**

Story Retell and Comprehension Campus: ESL 83% – Bilingual 69% District: ESL 89% – Bilingual 87%

Book and Print Knowledge Campus: ESL 89% – Bilingual 79% District: ESL 91% – Bilingual 85%

Student Achievement Strengths

Rapid Letter Naming – Campus: ESL 90% – Bilingual 86%

District: ESL 84% – Bilingual 88%

Story Retell and Comprehension – Campus: ESL 83% – Bilingual 69%

District: ESL 89% – Bilingual 87%

Book and Print Knowledge – Campus: ESL 89% – Bilingual 79%

District: ESL 91% – Bilingual 85%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: End of year Literacy CIRCLE Assessment data shows same low achievement of 59% for both ESL/Mainstream and Bilingual students in the area of Rapid Vocabulary. **Root Cause:** The constraints that poverty often places on people's lives, particularly children's, and those conditions influence learning and academic achievement.

Problem Statement 2: End of year Literacy CIRCLE Assessment data shows achievement gaps between ESL/Mainstream and Bilingual students in the area of Phonological Awareness with ESL/Mainstream outperforming by 27% percentage point gap. **Root Cause:** Poverty impacts social emotional development and language development which impacts achievement.

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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.
- Homeless data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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

Support Systems and Other Data

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

Goals

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




Performance Objective 1: By May 2019, PK4 students will increase in Rapid Vocabulary benchmark cut score by 5% from the prior year in the CIRCLE assessment.

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring System - Wave 3 (all components)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Students will participate in Project Based Learning and field investigation experiences on and/or off campus to provide them with meaningful and relevant connection to learning.</p>	2.4, 2.5, 2.6	+ Principal + Multi-Classroom Leader + Team Leaders + Teachers + Teacher Assistant + Classroom Observations Campus Summary/Description Funding + Professional Staff Development + Project CLASS Program + Community In Schools + Support Personnel	+ Teacher Appraisal Goals/May 2018-19 + Sign In sheets per Training + Student Data/Running Records + DRA Level Assess/ May 2019 + Oil Ranch Study Trip Oct. 2018 + Zoo Study Trip March 2019 Campus Summary/Description Funding + Professional Staff Development + Support Personnel + Substitutes + Transportation + Supplies/Materials + Technology + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - 9647.14, 199 PIC 32 - Pre-Kindergarten - 1749.74						

<p>2) Provide Multi-Classroom Teacher to coach and mentor other teachers while working with Team Leaders supporting standardized campus expectations for PK instruction.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Multi-Classroom Leader + Team Leaders + Teachers</p>	<p>Inspiring and informing teachers to influence student achievement, so critical close attention will be paid to how we train and support both new and experienced educators.</p> <p>Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Technology + Other Reading Materials</p>			
<p>Funding Sources: 211 - Title I, Part A - 4638.24, 199 PIC 32 - Pre-Kindergarten - 987.85</p>						
<p>3) Enable and engage learning for students through the use of interactive panels that offers collaboration opportunities, provides assessment, and integrates with mobile learning.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Multi-Classroom Leader + Team Leaders + Teachers</p>	<p>Campus data, classroom and individuals: November 2018 January 2019 and March 2019.</p> <p>Campus Summary/Description Funding + Professional Staff Development + Support Personnel + Substitutes + Supplies/Materials + Technology</p>			
<p>Funding Sources: 211 - Title I, Part A - 5640.48, 199 PIC 32 - Pre-Kindergarten - 1499.96</p>						
<p>4) Develop and practice early mathematics based on PK Guidelines, DreamBox, Project Based Learning, Teaching Strategies and Kathy Richardson Math Strategies for classroom and individual students.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Multi-Classroom Leader + Team Leaders + Teachers</p>	<p>Campus data, classroom and individuals: November 2018 January 2019 and March 2019.</p> <p>Lesson Plans</p> <p>Campus Summary/Description Funding + Professional Staff Development + Support Personnel + Substitutes + Supplies/Materials + Technology + Other Reading Materials</p>			
<p>Funding Sources: 211 - Title I, Part A - 5702.98, 199 PIC 32 - Pre-Kindergarten - 1499.96</p>						

<p>5) Student achievement will increase through the use of differentiated instruction in math using small group, whole group, and individual learning centers in the content area of number concepts.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Multi-Classroom Leader + Team Leaders + Teachers</p>	<p>+ Lesson Plans/Weekly + Collaborative Team Lesson Planning + Teacher Informal Assessments</p> <p>Campus Summary/Description Funding + Professional Staff Development</p> <p>+ + Support PersonnelSubstitutes + Supplies/Materials + Technology + Other Reading Materials</p>			
<p>Funding Sources: 211 - Title I, Part A - 5702.98, 199 PIC 32 - Pre-Kindergarten - 1499.96</p>						
<p>6) Provide the opportunity for teachers to attend conferences and bring back new teaching strategies to be implemented in the classroom.</p> <p>+ SBISD Mini Conference + Region IV trainings + TAASPYC + HCDE + Tots for Technology</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>+ Principal + Multi-Classroom Leader + Team Leaders + Teachers</p>	<p>Campus data, classroom and individuals: November 2018, January 2019 and March 2019.</p> <p>Lesson Plans</p> <p>Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Technology + Other Reading Materials</p>			
<p>Funding Sources: 211 - Title I, Part A - 4638.24, 199 PIC 32 - Pre-Kindergarten - 987.85</p>						
<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.

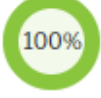
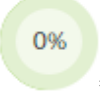

Performance Objective 1: By May 2019, at least 90% of students will respond favorably on the SEL portion of the CIRCLE Progress Monitoring System.

Evaluation Data Source(s) 1: End of Year Social Emotional Learning CIRCLE Checklist

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Project CLASS Program will conduct classroom guidance lessons with students in each classroom 2 days a week addressing self-concept skills, self-control skills, social competence skills and social awareness skills.	2.4, 2.5, 2.6	+ Principal + Project CLASS + Community In Schools + Teachers	+ Student Referral Group List + Summary of Project CLASS Services This training is easily integrated into Pre-K classrooms with hands-on learning, center activities, and parental involvement through Home Connections. Lessons and strategies are used to improve the classroom climate and promote community and connection. Campus Summary/Description Funding + Professional Staff Development + Project CLASS Program + Community In Schools + Support Personnel + Substitutes + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - 5069.95, 199 PIC 32 - Pre-Kindergarten - 1255.52						

<p>2) Teacher "Morning meetings" will prepare students with social and emotional skills they need to become caring, nurturing, and contributing members of families and communities.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Communities In Schools + Multi-Classroom Leader + Team Leaders + Teachers + Systems of Care</p>	<p>+ School Orientation Sign-In Sheet + Hands-on Learning + Center Activities + Parent Involvement through Home Connections + PEIMS Student Attendance Audits + Open House Sign-In Sheet + Daily Communication Folder + Director's Coffee Sign-In Sheet</p> <p>Campus Summary/Description Funding + Professional Staff Development + Project CLASS Program + Community In Schools + Support Personnel + Substitutes + Supplies/Materials + Other Reading Materials</p>			
<p>Funding Sources: 211 - Title I, Part A - 5069.95, 199 PIC 32 - Pre-Kindergarten - 1255.52</p>						
<p>3) Students are recognized for perfect attendance at the end of each nine weeks.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Attendance Clerk + Communities In Schools + PEIMS Clerk</p>	<p>+ Awards + Time and effort + Certificates</p> <p>Campus Summary/Description Funding + Community In Schools</p>			
<p>Funding Sources: 211 - Title I, Part A - 1281.79</p>						
<p>4) Notify parents of excessive absences by parent link through email, phone calls, or voice activated messaging when a student is having excessive absences; intervene when/if necessary with an Attendance Intervention Plan.</p>	<p>2.6, 3.1</p>	<p>+ Principal + Attendance Clerk + Communities In Schools + PEIMS Clerk</p>	<p>+ Hanson Truancy Management System + Attendance Improvement Plans</p> <p>Campus Summary/Description Funding + Community In Schools</p>			
<p>Funding Sources: 211 - Title I, Part A - 1281.79</p>						
<p>5) Communicate with parents educating them about the importance of attendance, compulsory attendance laws, and the effect of attendance on student performance.</p>	<p>3.1, 3.2</p>	<p>+ Principal + Attendance Clerk + Communities In Schools + Nurse + Administrative Assistant + Teachers</p>	<p>+ Hanson Truancy Management System + Attendance Improvement Plans</p> <p>Increased Attendance Rates on Skyward Reports</p> <p>Campus Summary/Description Funding + Community In Schools</p>			
<p>Funding Sources: 211 - Title I, Part A - 1281.79</p>						




<p>6) Promote parent/community support through communication and collaboration about their child's learning by: sending the child to school on time ready to learn, attending parent /teacher conferences and other school functions, volunteering, newsletters, and school related announcements.</p>	<p>3.1, 3.2</p>	<p>+ Principal + Communities In Schools + Teachers</p>	<p>Ready Rosie, a video modeling mobile technology, will be used by parents and staff to encourage daily interaction in math and literacy activities.</p> <p>Rosters of attendance at various school functions: + Orientation + Open House + Adult ESL classes</p> <p>Campus Summary/Description Funding + Community In Schools</p> <p>Additional Evidence: + Communities In Schools + PEIMS Student Attendance Audits + Daily Communication Folder + Donuts with Dad/Muffins with Mom + Sign in sheets for school wide events + Parent Compact + Parent Involvement Policy +Ready Rosie Parent Participation Report</p>			
<p>Funding Sources: 211 - Title I, Part A - 1407.15</p>						
<p>7) Communities In Schools will strive to achieve 85% of students targeted for case management services will improve in Academic, Behavior and Attendance.</p> <p>* The targeted students - to be identified in cooperation with Texas Education Agency Guidelines and needs of campus.</p>	<p>2.4, 2.5, 2.6</p>	<p>+ Principal + Communities In Schools</p>	<p>Increased Attendance Rates on Skyward Reports.</p> <p>Campus Summary/Description Funding + Project CLASS Program + Community In Schools + Support Personnel</p>			
<p>Funding Sources: 211 - Title I, Part A - 3909.03, 199 PIC 32 - Pre-Kindergarten - 512.11</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 1: By May 2019, at least 75% of PK4 students will perform at post secondary-ready levels on all five components of the Circle Assessment reported to the state (Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning).

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring System - Wave 3 (all components)

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Student achievement will increase through the use of differentiated instruction in literacy using small group, whole group, individual learning centers, shared reading, and interactive writing.	2.4, 2.5, 2.6	+ Principal + Teachers + Team Leaders + Multi-Classroom Teacher + Teacher Assistants	+ Team Meeting Minutes/Monthly + Lesson Plans Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Technology + Other Reading Materials			
	Funding Sources: 211 - Title I, Part A - 4638.24, 199 PIC 32 - Pre-Kindergarten - 987.85					
2) Monitor and evaluate the implementation of research-based vocabulary development strategies to ensure all students have access and teachers skills to implement the strategies in order to increase students meeting end-year Rapid Vocabulary expectations by 5% from prior year.	2.4, 2.5, 2.6	+ Principal + Teachers + Team Leaders + Multi-Classroom Teacher + Teacher Assistants	+ Implementation plan of research-based vocabulary development strategies + Schedule of learning walk participation + Formative assessment and CIRCLE assessment data Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Technology + Other Reading Materials			
	Funding Sources: 211 - Title I, Part A - 4638.24, 199 PIC 32 - Pre-Kindergarten - 987.85					
<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 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 May 2019, PK 4 will decrease existing achievement gap by at least 5% between Spanish and English students in the area of Phonological Awareness while all performance improves.
 (CIRCLE Data 2017-2018: Phonological Awareness - ESL 85% vs. Bilingual 59%)

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring System - Wave 3 (all components)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development for teachers so they can naturally facilitate children's Phonological Awareness learning using a variety of strategies, including rhyming, syllables and alliteration.	2.4, 2.5, 2.6, 3.1	+ Principal + Teachers + Team Leaders + Multi-Classroom Teacher + Teacher Assistants	+ Clearly defined an implementation plan of research-based vocabulary development strategies + Teachers engaged in learning walks focused on implementation of research-based vocabulary development strategies + Teachers collaborated about effectiveness of research-based vocabulary development strategies during campus weekly PLC meetings + Teachers analyzed student formative assessment data and CIRCLE assessment data Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Technology + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - 4638.24, 199 PIC 32 - Pre-Kindergarten - 687.35						
<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 5: To remain in compliance with Federal and State law.

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

Evaluation Data Source(s) 1: All applicable strategies for Pre-K will be implemented and have formative reviews throughout the school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.)</p> <p>+ One Way Dual Language</p>	2.4, 2.5, 2.6	<p>+ Principal</p> <p>+ Community In Schools</p> <p>+ Teachers</p> <p>+ Teacher Assistants</p> <p>+ Nurse</p>	<p>+ Parent Conferences</p> <p>+ Progress Reports</p> <p>+ Report Cards</p> <p>+ Initial Entry LPACs</p> <p>+ Anecdotal Records</p> <p>+ ARLAS</p> <p>+ Promotion/Retention</p> <p>+ End of year LPACs</p> <p>Campus Summary/Description Funding</p> <p>+ Community In Schools</p> <p>+ Support Personnel</p>			
Funding Sources: 211 - Title I, Part A - 2471.86, 199 PIC 32 - Pre-Kindergarten - 812.61						
<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>+ Literacy Professional Consultant</p> <p>+ Vertical Transition Visits</p> <p>+ Guided Reading</p>	2.4, 2.5, 2.6	<p>+ Principal</p> <p>+ Prekindergarten Coaches</p>	<p>+ Fall DRA Assessments</p> <p>+ Running Records</p> <p>+ Progress Reports</p> <p>+ Report Cards</p> <p>+ End of Year DRA Assessments</p> <p>Campus Summary/Description Funding</p> <p>+ Professional Staff Development</p> <p>+ Substitutes</p> <p>+ Supplies/Materials</p> <p>+ Other Reading Materials</p>			
Funding Sources: 211 - Title I, Part A - 1160.92, 199 PIC 32 - Pre-Kindergarten - 743.41						

<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>+Parent Conferences +RTI +Bi-weekly Literacy sessions</p>	2.4, 2.5, 2.6	<p>+ Principal + Teachers</p>	<p>+ Fall and Mid Year Assessments + Beginning of Year IPT Results + Report Cards + End of Year Assessments + End of Year IPT Results + End of Year Report Cards</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>+ Participate in mentor-mentee program.</p> <p>+ Continue to provide support for new teachers through the induction program.</p> <p>+Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>+ Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>+ Continue to provide support for new teachers through the induction program.</p>	2.4, 2.5, 2.6	<p>+ Principal + Teachers and paraprofessionals</p>	<p>+ Lesson Plans + Road Maps + End of Year Data + TCEA Summer Technology Conference</p> <p>Campus Summary/Description Funding + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials + Support Personnel</p>			
<p>Funding Sources: 211 - Title I, Part A - 2225.66, 199 PIC 32 - Pre-Kindergarten - 1255.52</p>						
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p> <p>+ Donuts with Dad/Muffins with Mom + Triple P - Positive Parent Programs + Love and Logic + Tiger Trail Website & Marquee Sign + Red Ribbon Week + No Place for Hate</p>		<p>+ Principal + Nurse + Community In Schools + Teachers</p>	<p>+ Agendas + Sign In Sheets + Website + Marquee Sign + Parent Surveys + Program Calendar + Parent Center Participation</p> <p>Campus Summary/Description Funding + Project CLASS Program + Community In Schools + Support Personnel</p>			
<p>Funding Sources: 211 - Title I, Part A - 2969.62</p>						

<p>6) Provide professional development based on level of expertise and need in the following areas: + Bullying Prevention + Violence/conflict resolution + Resiliency/Developmental Assets + Prevention Curriculum Training + No Place for Hate + SEL + Developmental Assests + Love and Logic</p> <p>The Counselor, Nurse, Project Class and Communities In Schools personnel will conduct on-going staff professional development.</p>		+ Principal + Project Class + Communities In Schools + Teachers + Teacher Assistants	+ Agendas + Sign In Sheets + Website + School Messenger System + Marquee Sign + Staff Surveys + Program Calendar Campus Summary/Description Funding + Professional Staff Development + Substitutes + Support Personnel			
Funding Sources: 211 - Title I, Part A - 4141.27, 199 PIC 32 - Pre-Kindergarten - 754.81						
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>Campus has received extensive on-going Region IV trainings.</p>		+ Principal + Diagnostician + Teachers + Teacher Assistants + Nurse Speech Pathologist	+ Agendas + Sign In Sheets + LRE Ratio Annual Report Campus Summary/Description Funding + Professional Staff Development + Support personnel + Substitutes + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - 2225.66, 199 PIC 32 - Pre-Kindergarten - 1255.52						
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>+ There are no state assessments in this grade level but if there were the listed people would be responsible.</p>		+ Principal + Diagnostician + SSC Facilitator	+ SSC Referral Process + Annual Analysis of Individual Education Program (IEP) with respect to percentage of student achieving mastery on annual goals (as per ARD committee).			
<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>On-going staff development provided by our Diagnostician and Speech Pathologist.</p>		+ Principal + Diagnostician + Teachers + Speech Pathologist + Nurse + Teacher Assistants	+ Agendas + Sign In Sheets + Analyze Annual Appraisal report for baseline in referrals and corresponding "hit rate" compared with previous year. Campus Summary/Description Funding + Professional Staff Development + Substitutes			
Funding Sources: 211 - Title I, Part A - 232.24, 199 PIC 32 - Pre-Kindergarten - 242.70						

<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: + Language Arts + Math + Science + Social Studies + Other includes: ESOL support, Reading Intervention Specialist</p> <p>+ The Prekindergarten Instructional Coaches and Teacher Assistants will provide in-class support for students falling behind through small group instruction.</p>		+ Principal + Teachers + Teacher Assistants + Pre K Instructional Coach	+ Agendas + Sign In Sheets + End of Year Assessments + End of Year IPT + End of Year Report Campus Summary/Description Funding + Substitutes			
Funding Sources: 211 - Title I, Part A - 122.52, 199 PIC 32 - Pre-Kindergarten - 189.60						
<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, bilingual material Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc... Ready Rosie, Istation</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> + Story Awareness: Language Structure + Story Awareness: Talking Like a Book + Story Awareness: How Print Works + Language of the Day + Bilingual Centers + Word Walls + Level Books <p>Students participating in a bilingual or ESL program are during the school year are recommended to attend summer school to increase their oral language development.</p>		+ Principal + Literacy Professional Service + Team Leaders + Teachers + Teacher Assistants + Speech Pathologist	+ Initial IPT Assessment + Fall Year Literacy Assessment + Mid Year Literacy Assessment + End of Year Literacy Assessment + DRA + Report Cards + STAT Referrals Campus Summary/Description Funding + Substitutes + Supplies/Materials + Other Reading Materials			
Funding Sources: 211 - Title I, Part A - 1051.20, 199 PIC 32 - Pre-Kindergarten - 690.31						




<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships</p> <p>These will be done through Principal Coffee meetings and Communities In School through the use of our Parent Center.</p>		+ Principal + Communities In Schools + Project Class	+ Agendas + Parent Involvement + Sign In Sheets + CIS Parent Surveys + Evidence of End of Year growth of volunteers and partnerships from previous year Campus Summary/Description Funding + Communities In Schools + Project CLASS + Support Personnel			
Funding Sources: 211 - Title I, Part A - 4034.36, 199 PIC 32 - Pre-Kindergarten - 512.11						
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Co-Teach Training * Small Group Instruction</p> <p>This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</p> <p>Training/support recognition of volunteers/partnerships</p> <p>These will be done through Principal Coffee meetings and Communities In School through the use of our Parent Center.</p>	2.4, 2.5, 2.6	+ Principal + Communities In Schools + Project Class	+ Agendas + Sign In Sheets + CIS Parent Surveys + Evidence of End of Year growth of volunteers and partnerships from previous year Campus Summary/Description Funding + Professional Staff Development + Substitutes + Communities In Schools + Project Class + Support Personnel			
Funding Sources: 211 - Title I, Part A - 4141.27, 199 PIC 32 - Pre-Kindergarten - 754.81						

<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>Tier I teachers who have mastered DDI will mentor new teachers. Professional Development will be done on a weekly bases by our Literacy and Math Professional consultant</p>		<ul style="list-style-type: none"> + Principal + Team Leaders + Teachers + Pre K Instructional Coach 	<ul style="list-style-type: none"> + T-TESS Walk Thru + Parent Conferences + Lesson Plans + Eduphoria Workshop Report + Levels of Implementation Survey <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> + Professional Staff Development + Substitutes + Supplies/Materials + Other Reading Materials 			
Funding Sources: 211 - Title I, Part A - 1286.25, 199 PIC 32 - Pre-Kindergarten - 743.41						
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>+ Assigned mentors will support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equality and diversity.</p> <p>+ Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.</p>		<ul style="list-style-type: none"> + Principal + Team Leaders + Mentors + Team Buddy/Partner + Pre K Instructional Coach 	<ul style="list-style-type: none"> + Campus Mentor Log + Campus Planning Meeting minutes + End of Year Mentor/Mentee + Survey and/or reflections <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> + Professional Staff Development + Substitutes 			
Funding Sources: 211 - Title I, Part A - 232.24, 199 PIC 32 - Pre-Kindergarten - 242.70						
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>+ Continue to assist district recruiters in local and out of town job fairs. The campus website will have on-going updates.</p>		<ul style="list-style-type: none"> + Principal + Technology Team + Team Leaders 	<ul style="list-style-type: none"> + Update Website (on-going) + Job Fairs (Spring) + Staff Allocations + Staff Retention 			

<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>+ Donuts with Dad/Muffins with Mom + Campus Improvement Team Meetings + Parent Center Meetings</p>		<p>+ Principal + Communities In Schools + Team Leaders + Campus Improvement Team + Teachers + Parents</p>	<p>+ Agendas and Sign In Sheets + Training Evaluation Feedback + Parent Involvement + Parent Surveys</p> <p>Campus Summary/Description Funding + Communities In Schools + Support Personnel</p>			
<p>Funding Sources: 211 - Title I, Part A - 2471.86, 199 PIC 32 - Pre-Kindergarten - 512.11</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>+ To increase parent involvement in campus transition activities: The school-family connection will help ensure that the potential of each child is fulfilled as well as bridge the achievement gap.</p> <p>+ Through careful planning, Tiger Trail will engage families in helping children get ready for school and transition from PreK to K.</p>		<p>+ Principal + PreK and K Teachers + Teacher Assistants</p>	<p>+ Schedule visit to feeder campuses + Invite parents + provide transportation + Transition Strategies Survey + Agendas and Sign In Sheet</p> <p>Campus Summary/Description Funding + Communities In Schools + Support Personnel + Substitutes</p>			
<p>Funding Sources: 211 - Title I, Part A - 3569.05, 199 PIC 32 - Pre-Kindergarten - 951.71</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: 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>+This campus is a Pre-K campus only. +Differentiated Instruction is given through the curriculum.</p>		<p>+ G/T Consultants</p>	<p>+ Certificate of attendance for G/T + G/T Professional development + Sign-in Teacher walk thru/observations + G/T Professional Development + Teacher Appraisals + Teacher classroom observation</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.) +This campus is a Pre-K campus only. +Differentiated Instruction is given through the curriculum.</p>		<ul style="list-style-type: none"> + Principal + District Personnel 	<ul style="list-style-type: none"> + Certificates of Attendance for G/T (per session) + G/T Professional Development Sign-in (per session) + Teacher walk thru/observations (per visit) + G/T Professional Development PDAS Appraisals + Walk Thrus/Observations 			
<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. Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p> <p>This is only a PK campus Only</p>		<ul style="list-style-type: none"> + Principal + District Personnel 	<ul style="list-style-type: none"> + G/T Participation Rosters + Semester Ethnicity Reports per semester + Screening Reports + District Calendar Student Nominations + Sign-in Sheets 			

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 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"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey <p>The following will be addressed simultaneously through a coordinated approach:</p> <ul style="list-style-type: none"> + Improve health knowledge, attitudes, and skills + Improve health behaviors and health outcomes + Improve educational outcomes + Improve social outcomes 		<ul style="list-style-type: none"> + Principal + Nurse + Communities In Schools + Faculty and Staff 	<ul style="list-style-type: none"> + Hazardous Material Inventory (completed in the Fall) + Campus Safety Walk Thrus (Fall & Mid-Year) + Monthly Safety Fire Drills + Classroom Guided Lessons + Lesson Plans + Five Year Plan Goals Survey + Campus Safety Walk Thrus (End of Year) + Completed Hazardous Material Inventory (Fall) + Classroom Guided Lesson outcomes (Spring Report) + Teacher Summative Appraisal (Spring) <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> + Professional Staff Development + Support personnel + Substitutes + Supplies/Materials + Other Reading Materials 			
<p>Funding Sources: 211 - Title I, Part A - 3507.45, 199 PIC 32 - Pre-Kindergarten - 1255.52</p>						
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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>+ A meeting will be held within the first nine weeks of school to discuss the compact's and Parent Involvement Policy's importance with the parents.</p> <p>+ The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>		<ul style="list-style-type: none"> + Principal + Campus Improvement Team + Communities In Schools + Teachers + Teacher Assistants 	<ul style="list-style-type: none"> + Flyers + Agendas + Sign-in sheets + Parent Involvement + Parent Compact + Parent Involvement Policy + Final revised Parent Compact + Final revised Parent Involvement Policy <p>Campus Summary/Description Funding</p> <ul style="list-style-type: none"> + Support Personnel + Substitutes 			
<p>Funding Sources: 211 - Title I, Part A - 2594.38, 199 PIC 32 - Pre-Kindergarten - 701.71</p>						

<p>24) 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>+ A meeting will be held within the first nine weeks of school 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>The Home/School compact and the Parental Involvement Policy is developed by staff and parents at Back to School Night and are included in the on-line Title I portfolio.</p>		+ Principal + Campus Improvement Team + Communities In Schools + Teachers + Teacher Assistants	+ Flyers + Agendas + Sign-in sheets + Parent Involvement + Parent Compact + Parent Involvement Policy + Final revised Parent Compact + Final revised Parent Involvement Policy			
Funding Sources: 211 - Title I, Part A - 2581.58, 199 PIC 32 - Pre-Kindergarten - 565.21						
<p>25) 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.</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.) + Orientation + Fall Open House</p>		+ Principal + Communities In Schools + Teachers + Teacher Assistants + ADA + Administrative Assistant	+ Flyers + Agendas + Parent Involvement + Sign-in sheets Parent Compact + Parent Involvement Policy + Final revised Parent Compact + Final revised Parent Involvement Policy			
Funding Sources: 211 - Title I, Part A - 2594.38, 199 PIC 32 - Pre-Kindergarten - 701.71						
<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>						

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,479.00
+/- Difference					\$8,479.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$4,500.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	199.11.6112 and 199.11.6122	\$189.60
1	1	1	Supplies/Materials	199.11.6399	\$444.60
1	1	1	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.00
1	1	1	Transportation	199.11.6494	\$250.00
1	1	1	Support Personnel	199.11.6116	\$512.02
1	1	1	Technology	485.11.6398	\$244.48

1	1	1	Supplies/Materials	485.11.6399	\$56.04
1	1	2	Substitutes	199.11.6112 and 199.11.6122	\$189.60
1	1	2	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.33.6399 and 199.23.6399	\$444.65
1	1	2	Professional Conference	199.33.6411,199.13.6411 and 199.23.6411	\$53.10
1	1	2	Technology	485.11.6398	\$244.44
1	1	2	Supplies/Materials	485.11.6399	\$56.06
1	1	3	Substitutes	199.11.6112 and 199.11.6122	\$189.60
1	1	3	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
1	1	3	Pofessional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
1	1	3	Support Personnel	199.11.6116	\$512.11
1	1	3	Technology	485.11.6398	\$244.44
1	1	3	Supplies/Materials	485.11.6399	\$56.06
1	1	4	Substitutes	199.11.6112 and 199.11.6122	\$189.60
1	1	4	Supplies/Material and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
1	1	4	Professional Conference	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
1	1	4	Support Personnel	199.11.6116	\$512.11
1	1	4	Technology	485.11.6398	\$244.44
1	1	4	Supplies/Materials	485.11.6399	\$56.06
1	1	5	Substitutes	199.11.6112 and 199.11.6122	\$189.60
1	1	5	Supplies/Materials and Operating Expense	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
1	1	5	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
1	1	5	Support Personnel	199.11.6116	\$512.11
1	1	5	Technology	485.11.6398	\$244.44
1	1	5	Supplies/Materials	485.11.6399	\$56.06
1	1	6	Substitutes	199.11.6112 and 199.11.6122	\$189.60

1	1	6	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
1	1	6	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
1	1	6	Technology	485.11.6398	\$244.44
1	1	6	Supplies/Materials	485.11.6399	\$56.06
2	1	1	Substitutes	199.11.6112 and 199.11.6122	\$189.60
2	1	1	Supplies/Material and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
2	1	1	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
2	1	1	Support Personnel	199.11.6116	\$512.11
2	1	1	Supplies/Materials	485.11.6399	\$56.06
2	1	2	Substitutes	199.11.6112 and 199.11.6122	\$189.60
2	1	2	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.99 and 199.11.6499	\$444.65
2	1	2	Support Personnel	199.11.6116	\$512.11
2	1	2	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
2	1	2	Supplies/Materials	485.11.6399	\$56.06
2	1	7	Support Personnel	199.11.6116	\$512.11
3	1	1	Substitutes	199.11.6122 and 199.11.6122	\$189.60
3	1	1	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
3	1	1	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399	\$444.65
3	1	1	Technology	485.11.6398	\$244.44
3	1	1	Supplies/Materials	485.11.6399	\$56.06
3	1	2	Substitutes	199.11.6112 and 199.11.6122	\$189.60
3	1	2	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
3	1	2	Professional Development	199.13.6411, 199.23.6411 and 199.33.6411	\$53.10
3	1	2	Technology	485.11.6398	\$244.44

3	1	2	Supplies/Materials	485.11.6399	\$56.06
4	1	1	Substitutes	199.11.6112 and 199.11.6122	\$189.60
4	1	1	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399	\$444.65
4	1	1	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	1	Support Personnel	199.11.6116	\$512.11
5	1	1	Technology	485.11.6398	\$244.44
5	1	1	Supplies/Materials	485.11.6399	\$56.06
5	1	2	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	2	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
5	1	2	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	2	Supplies/Materials	485.11.6399	\$56.06
5	1	4	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	4	Supplies/Materials and Operating Expenses	199.11.6399,199.23.6399,199.33.6399 and 199.11.6499	\$444.65
5	1	4	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	4	Support Personnel	199.11.6116	\$512.11
5	1	4	Supplies/Materials	485.11.6399	\$56.06
5	1	6	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	6	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	6	Support Personnel	199.11.6116	\$512.11
5	1	7	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	7	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399	\$444.65
5	1	7	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	7	Support Personnel	199.11.6116	\$512.11
5	1	7	Supplies/Materials	485.11.6399	\$56.06
5	1	9	Substitutes	199.11.6112 and 199.11.6122	\$189.60

5	1	9	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	10	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	11	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	11	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399	\$444.65
5	1	11	Supplies/Materials	485.11.6399	\$56.06
5	1	12	Support Personnel	199.11.6116	\$512.11
5	1	13	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	13	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	13	Support Personnel	199.11.6116	\$512.11
5	1	14	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	14	Supplies/Materials and Operating Expenses	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399.	\$444.65
5	1	14	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	14	Supplies/Materials	485.11.6399	\$56.06
5	1	15	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	15	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	17	Support Personnel	199.11.6116	\$512.11
5	1	18	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	18	Transportation	199.11.6494	\$250.00
5	1	18	Support Personnel	199.11.6116	\$512.11
5	1	22	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	22	Supplies/Materials and Operating Materials	199.11.6399,199.11.6499,199.23.6399 and 199.33.6399	\$444.65
5	1	22	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	22	Support Personnel	199.11.6116	\$512.11
5	1	22	Supplies/Materials	485.11.6399	\$56.06
5	1	23	Support Personnel	199.11.6116	\$512.11

5	1	23	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	24	Professional Development	199.13.6411,199.23.6411 and 199.33.6411	\$53.10
5	1	24	Support Personnel	199.11.6116	\$512.11
5	1	25	Substitutes	199.11.6112 and 199.11.6122	\$189.60
5	1	25	Support Personnel	199.11.6116	\$512.11
Sub-Total					\$26,797.00
Budgeted Fund Source Amount					\$5,530.00
+/- Difference					\$-21,267.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,415.00
+/- Difference					\$1,415.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	211.13.6411 and 211.23.6411	\$109.76
1	1	1	Technology	211.11.6398	\$3,477.28
1	1	1	Transportation	211.11.6494	\$1,100.00
1	1	1	Supplies/Materials	211.11.6399	\$866.12
1	1	1	Other Reading Materials	211.11.6329	\$62.50
1	1	1	Support Personnel	211.11.6129	\$1,064.68
1	1	1	Misc. Contracted Services	211.13.6299	\$1,562.50
1	1	1	Misc. Contracted Services	211.31.6299	\$1,281.78
1	1	1	Substitutes	211.13.6112	\$122.52
1	1	2	Substitutes	211.13.6112	\$122.52
1	1	2	Professional Development	211.13.6411,211.23.6411	\$109.72
1	1	2	Supplies/Materials	211.11.6399	\$866.18

1	1	2	Other Reading Materials	211.11.6329	\$62.50
1	1	2	Technology	211.11.6398	\$3,477.32
1	1	3	Professional Development	211.13.6411,211.23.6411	\$109.72
1	1	3	Supplies/Materials	211.11.6399	\$866.18
1	1	3	Technology	211.11.6398	\$3,477.32
1	1	3	Support Personnel	211.11.6129	\$1,064.74
1	1	3	Substitutes	211.13.6112	\$122.52
1	1	4	Substitute	211.13.6112	\$122.52
1	1	4	Professional Development	211.13.6411,211.23.6411	\$109.72
1	1	4	Supplies/Materials	211.11.6399	\$866.18
1	1	4	Technology	211.11.6398	\$3,477.32
1	1	4	Other Reading Materials	211.11.6329	\$62.50
1	1	4	Support Personnel	211.11.6129	\$1,064.74
1	1	5	Substitutes	211.13.6112	\$122.52
1	1	5	Professional Development	211.13.6411,211.23.6411	\$109.72
1	1	5	Supplies/Materials	211.11.6399	\$866.18
1	1	5	Technology	211.11.6398	\$3,477.32
1	1	5	Other Reading Materials	211.11.6329	\$62.50
1	1	5	Support Personnel	211.11.6129	\$1,064.74
1	1	6	Substitutes	211.13.6112	\$122.52
1	1	6	Professional Development	211.13.6411,211.23.6411	\$109.72
1	1	6	Supplies/Materials	211.11.6399	\$866.18
1	1	6	Technology	211.11.6398	\$3,477.32
1	1	6	Other Reading Materials	211.11.6329	\$62.50
2	1	1	Substitutes	211.13.6112	\$122.52
2	1	1	Profesional Development	211.13.6411,211.23.6411	\$109.72
2	1	1	Misc. Contracted Services	211.13.6299	\$1,562.50
2	1	1	Misc. Contracted Services	211.31.6299	\$1,281.79

2	1	1	Supplies/Materials	211.11.6399	\$866.18
2	1	1	Other Reading Materials	211.11.6329	\$62.50
2	1	1	Support Personnel	211.11.6129	\$1,064.74
2	1	2	Substitutes	211.13.6112	\$122.52
2	1	2	Professional Development	211.13.6411,211.23.6411	\$109.72
2	1	2	Misc. Contracted Services	211.13.6299	\$1,562.50
2	1	2	Misc. Contracted Services	211.31.6299	\$1,281.79
2	1	2	Other Reading Materials	211.11.6329	\$62.50
2	1	2	Support Personnel	211.11.6129	\$1,064.74
2	1	2	Supplies/Materials	211.11.6399	\$866.18
2	1	3	Misc. Contracted Services	211.31.6299	\$1,281.79
2	1	4	Misc. Contracted Services	211.31.6299	\$1,281.79
2	1	5	Misc. Contracted Services	211.31.6299	\$1,281.79
2	1	6	Parent Involvement	211.61.6399 and 211.61.6499	\$125.36
2	1	6	Misc. Contracted Services	211.31.6299	\$1,281.79
2	1	7	Misc. Contracted Services	211.13.6299	\$1,562.50
2	1	7	Support Personnel	211.11.6129	\$1,064.74
2	1	7	Misc. Contracted Services	211.31.6299	\$1,281.79
3	1	1	Substitutes	211.13.6112	\$122.52
3	1	1	Professional Development	211.13.6411,211.23.641	\$109.72
3	1	1	Supplies/Materials	211.11.6399	\$866.18
3	1	1	Technology	211.11.6398	\$3,477.32
3	1	1	Other Reading Materials	211.11.6329	\$62.50
3	1	2	Substitutes	211.13.6112	\$122.52
3	1	2	Professional Development	211.13.6411,211.23.6411	\$109.72
3	1	2	Supplies/Materials	211.11.6399	\$866.18
3	1	2	Other Reading Materials	211.11.6329	\$62.50
3	1	2	Technology	211.11.6398	\$3,477.32

4	1	1	Substitutes	211.13.6112	\$122.52
4	1	1	Professional Development	211.13.6411,211.23.6411	\$109.72
4	1	1	Supplies/Materials	211.11.6399	\$866.18
4	1	1	Technology	211.11.6398	\$3,477.32
4	1	1	Other Reading Materials	211.11.6329	\$62.50
5	1	1	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	1	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	1	Support Personnel	211.11.6129	\$1,064.74
5	1	2	Substitutes	211.13.6112	\$122.52
5	1	2	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	2	Supplies/Materials	211.11.6399	\$866.18
5	1	2	Other Reading Materials	211.11.6329	\$62.50
5	1	4	Substitutes	211.13.6112	\$122.52
5	1	4	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	4	Supplies/Materials	211.11.6399	\$866.18
5	1	4	Other Reading Materials	211.11.6329	\$62.50
5	1	4	Support Personnel	211.11.6129	\$1,064.74
5	1	5	Misc. Contracted Services	211.13.6299	\$1,562.50
5	1	5	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	5	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	6	Substitutes	211.13.6112	\$122.52
5	1	6	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	6	Misc. Contracted Services	211.13.6299	\$1,562.50
5	1	6	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	6	Support Personnel	211.11.6129	\$1,064.74
5	1	7	Substitutes	211.13.6112	\$122.52
5	1	7	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	7	Supplies/Materials	211.11.6399	\$866.18

5	1	7	Other Reading Materials	211.11.6329	\$62.50
5	1	7	Support Personnel	211.11.6129	\$1,064.74
5	1	9	Substitutes	211.13.6112	\$122.52
5	1	9	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	10	Substitutes	211.13.6112	\$122.52
5	1	11	Substitutes	211.13.6112	\$122.52
5	1	11	Supplies/Materials	211.11.6399	\$866.18
5	1	11	Other Reading Materials	211.11.6329	\$62.50
5	1	12	Misc. Contracted Services	211.13.6299	\$1,562.50
5	1	12	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	12	Support Personnel	211.11.6129	\$1,064.74
5	1	12	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	13	Substitutes	211.13.6112	\$122.52
5	1	13	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	13	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	13	Support Personnel	211.11.6129	\$1,064.74
5	1	13	Misc. Contracted Services	211.13.6299	\$1,562.50
5	1	14	Substitutes	211.13.6112	\$122.52
5	1	14	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	14	Supplies/Material	211.11.6399	\$866.18
5	1	14	Other Reading Materials	211.11.6329	\$62.50
5	1	14	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	15	Substitutes	211.13.6112	\$122.52
5	1	15	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	17	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	17	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	17	Support Personnel	211.11.6129	\$1,064.74
5	1	18	Substitutes	211.13.6112	\$122.52

5	1	18	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	18	Support Personnel	211.11.6129	\$1,064.74
5	1	18	Transportation	211.11.6494	\$1,100.00
5	1	22	Substitutes	211.13.6112	\$122.52
5	1	22	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	22	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	22	Supplies/Materials	211.11.6399	\$866.18
5	1	22	Other Reading Material	211.11.6329	\$62.50
5	1	22	Support Personnel	211.11.6129	\$1,064.74
5	1	23	Substitutes	211.13.6112	\$122.52
5	1	23	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	23	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	23	Support Personnel	211.11.6129	\$1,064.74
5	1	24	Professional Development	211.13.6411,211.23.6411	\$109.72
5	1	24	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	24	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	24	Support Personnel	211.11.6129	\$1,064.74
5	1	25	Substitutes	211.13.6112	\$122.52
5	1	25	Misc. Contracted Services	211.31.6299	\$1,281.79
5	1	25	Parent Involvement	211.61.6399 and 211.61.6499	\$125.33
5	1	25	Support Personnel	211.11.6129	\$1,064.74
Sub-Total					\$112,800.00
Budgeted Fund Source Amount					\$112,800.00
+/- Difference					\$0
Grand Total					\$139,597.00