Garland Independent School District

Back Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading

Mission Statement

Back Elementary School provides a quality education for all students emphasizing high expectations and strong work habits within a safe environment for learning. Each student will be empowered for a lifetime of learning, responsible citizenship and productive employment in the modern world.

Vision

James M. Back Bulldogs

"The Sky's the Limit!"

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

34% of African American students scored at the "meets" level on STAAR math.

28% of students in Special Education scored at the "meets" level on STAAR math.

14% of third grade students scored at the "masters" level on STAAR math.

64% of students in 4th and 5th grade met or exceeded their progress measures on STAAR math and reading.

35% of third grade African American students scored at the "meets" level on STAAR reading.

32% of fourth grade African American students scored at the "meets level on STAAR reading in fourth grade.

18% of students receiving Special Education services scored at the "meets" level across all grades on STAAR reading.

29% of fifth graders receiving English Language Learner services scored at the "meets" level on STAAR reading.

38% of students receiving English Language Learner services scored at the "meets" level on STAAR reading for all grade levels.

22% of students receiving English Language Learner services scored at the "meets" level on STAAR writing.

23% of White students scored at the "meets" level on STAAR writing.

4% of African American students scored at the "masters" level on STAAR science.

19% of African American students scored at the "meets" level on STAAR science.

3rd, 4th, and 5th grades each did not show a years growth on MAP Math.

2nd grade and 5th grade did not meet projected overall growth on MAP Math.

4th and 5th grade observed growth was lower than the observed growth for Kinder-3rd grades on MAP Reading.

The percentage of students projected to score at the "masters" level on STAAR as indicated by by MAP reading decreased from third grade through fifth grade.

The percentage of students projected to score at the "approaches" level on STAAR increases from third grade through fifth grade as indicated by MAP reading.

There was a 47 percentage points difference between the percentage of students (81%) scoring at the "approaches" level compared to the percentage of students (34%) scoring at the "meets" level on STAAR science.

The campus attendance rate was 96.51%.

Student Achievement Strengths

Back Elementary School earned a rating of "Met Standard" by scoring 81 out of 100 points. This would have resulted in a "B" rating.

Back Elementary School was in the first quartiles in third and fourth grade reading, as well as in fourth grade writing. This resulted in a distinction in the area of English Language Arts/Reading.

48.5% of third grade students scored at the "Meets" level on STAAR Reading.

42.1% of fourth grade students scored at the "Meets" level on STAAR Writing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 34% of African American students scored at the "meets" level on STAAR math. **Root Cause**: Lack of differentiation in math instruction.

Problem Statement 2: 28% of students in Special Education scored at the "meets" level on STAAR math. **Root Cause**: Lack of general education teacher understanding of student Individualized Education Plans (IEPs)

Problem Statement 3: 14% of third grade students scored at the "masters" level on STAAR math. **Root Cause**: Teachers not using data to determine where students that are near scoring at the "masters" level can increase their scores.

Problem Statement 4: 64% of students in 4th and 5th grade met or exceeded their progress measures on STAAR math and reading. **Root Cause**: Lack of

teacher understanding of the progress measure and how students meet or exceed the progress measure.

Problem Statement 5: 35% of third grade African American students scored at the "meets" level on STAAR reading. **Root Cause**: Lack of differentiation in reading instruction.

Problem Statement 6: 32% of fourth grade African American students scored at the "meets level on STAAR reading in fourth grade. **Root Cause**: Lack of adherence to the English Language Proficiency Standards (ELPS) in reading instruction.

Problem Statement 7: 18% of students in Special Education students scored at the "meets" level across all grades on STAAR reading. **Root Cause**: Lack of general education teacher understanding of student Individualized Education Plans (IEPs).

Problem Statement 8: 29% of fifth grade English Language Learners scored at the "meets" level on STAAR reading. **Root Cause**: Lack of adherence to the English Language Proficiency Standards (ELPS) in reading instruction.

Problem Statement 9: 38% of English Language Learners scored at the "meets" level on STAAR reading for all grade levels. **Root Cause**: Lack of differentiation for students receiving ELL services.

Problem Statement 10: 22% of English Language Learners scored at the "meets" level on STAAR writing. **Root Cause**: Lack of emphasis in writing in grades K-3.

Problem Statement 11: 23% of White students scored at the "meets" level on STAAR writing. **Root Cause**: Lack of emphasis in writing in grade K-3

Problem Statement 12: 4% of African American students scored at the "masters" level on STAAR science. **Root Cause**: Data broken down by student groups was not monitored on a regular basis when planning science instruction and reteaches.

Problem Statement 13: 19% of African American students scored at the "meets" level on STAAR science. **Root Cause**: Data broken down by student groups was not monitored on a regular basis when planning science instruction and reteaches.

Problem Statement 14: 3rd, 4th, and 5th grades each did not show a years growth on MAP Math. **Root Cause**: The learning continuum was not fully utilized by teachers when planning instruction to respond to MAP data on MAP Math.

Problem Statement 15: 2nd grade and 5th grade did not meet projected overall growth on MAP Math. **Root Cause**: The learning continuum was not fully utilized by teachers when planning instruction to respond to MAP data on MAP Math.

Problem Statement 16: 4th and 5th grade observed growth was lower than the observed growth for Kinder-3rd grades on MAP Reading. **Root Cause**: The learning continuum was not fully utilized by teachers in grades 4 and 5 when planning instruction to respond to MAP data on Map Reading.

Problem Statement 17: The percentage of kids projected to score at the "masters" level on STAAR as indicated by by MAP reading decreased from third

grade through fifth grade. **Root Cause**: The amount of small group, differentiated instruction decreased from third grade to fifth grade.

Problem Statement 18: The percentage of students projected to score at the "approaches" level on STAAR increases from third grade through fifth grade as indicated by MAP reading. **Root Cause**: The amount of small group, differentiated instruction decreased from third grade to fifth grade.

Problem Statement 19: There was a 47 percentage points difference between the percentage of students (81%) scoring at the "approaches" level compared to the percentage of students (34%) scoring at the "meets" level on STAAR science. **Root Cause**: Instruction was not differentiated to the needs of each student as indicated by formative assessment data.

Problem Statement 20: The campus attendance rate was 96.7%. **Root Cause**: The campus did not do an effective job in communicating the importance of attendance to families.

School Culture and Climate

School Culture and Climate Summary

72.6% of parents indicated that kids are respectful to teachers and administrators.

39.9% off discipline incidents occur in the gym, cafeteria or on the playground.

There is a disproportionate number of African American students placed in In-School Suspension compared to their overall population on the campus.

School Culture and Climate Strengths

100% of respondents in the 2017-2018 Staff Leadership Survey "agreed" or "strongly agreed" that the principal sets clear objective for Back Elementary School.

96% of respondents in the 2017-2018 Staff Leadership Survey "agreed" or "strongly agreed" that campus administration is visible around Back Elementary School.

96% of respondents in the 2017-2018 Staff Leadership Survey "agreed" or strongly agreed" that their team works well together.

96% of respondents in the 2017-2018 Staff Leadership Survey "agreed" or strongly agreed" that they feel loyal to their colleagues and co-workers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 72.6% of parents indicated that kids are respectful to teachers and administrators on the end of the year parent survey. **Root Cause**: Students do not have a clear understanding of behavior expectations.

Problem Statement 2: 39.9% off discipline incidents occur in the gym, cafeteria or on the playground. **Root Cause**: Lack of supervision in common areas.

Problem Statement 3: There is a disproportionate number of African American students placed in In-School Suspension compared to their overall population on the campus. **Root Cause**: Lack of relationships between African American students and the staff.

Parent and Community Engagement

Parent and Community Engagement Summary

75.6% of parents indicated that they "almost always" receive materials and trainings on how to help them work with their kids.

Parent and Community Engagement Strengths

91.5% of respondants on the 2017-2018 Family Engagement Survey indicaited that they "almost always" feel welcome at Back Elementary School.

92.5% of respondants on the 2017-2018 Family Engagement Survey indicaited that they "almost always" feel that the school uses a variety of methods when communicating with parents.

92.1% of respondants on the 2017-2018 Family Engagement Survey indicaited that they "almost always" receive information from the school in a language that they understand.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 75.6% of parents indicated that they "almost always" receive materials and trainings on how to help them work with their kids. **Root Cause**: The campus was not doing an effective job with informing parents about upcoming parent education opportunities.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Student failure and/or retention rates

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 48.5 to 90% by 2025. (1819 interim goal = 54%), (grade 4 57.5%, grade 5 57.6%)

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, ISIP Espanol, DRA/EDL, etc.	2.4, 2.6	Teachers, Administrators	Student goal setting forms, Student learning results	25%			
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities, with attention to the performance of Asian and White student groups performance relative to the Closing the Gaps Domain targets.	2.4, 2.6	Teachers, Administrators	Lesson plans, Intervention and enrichment schedule, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will design mini lessons and activities driven by the MAP Learning Continuum to re-teach low performing TEKS and embed Tier 1 Intervention support across all core content areas to accelerate learning within a 3 week window following administration of a unit assessment.	2.4, 2.5, 2.6	Teachers, Administrators	Mini-lessons, Student learning results	25%			

Critical Success Factors	2.5, 2.6	Teachers, Administrators	PLC Minutes, Student learning results	25%			
CSF 1 CSF 2 CSF 4 CSF 7 4) Special Education and General Education teachers will collaborate about data, expectations and student progress to create action plans that foster individual growth.							
Critical Success Factors CSF 1 CSF 2 5) Teachers will utilize data from DRA and MAP to plan small group teacher-led instruction to specifically target and support individual student needs.	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
	Funding Sources: 6100 Payroll- Title I Funds - 6250.00, 6300 Supplies and Materials- Title I Funds - 3381.30						
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Interventionist will work with students in small groups to address gaps in Reading.	2.4, 2.5, 2.6	Administrators	Interventionist Documentation Sheets, Lesson plans, Student learning results	25%			

100%				
= Accomplished	= Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance on STAAR Math in 3-5 Grades will increase in 3rd grade from 41.2% to 90% by 2025. (1819 interim goal = 42%), in 4th grade from 48.7% to 49.5% and in 5th Grade from 45% to 45.8%.

Evaluation Data Source(s) 2: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 2:

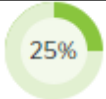| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will incorporate a Fact Fluency Station weekly.	2.4, 2.6	Teachers, Administrators	Walkthrough data, Student learning results	25%			
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
2) Teachers will utilize small group teacher-led instruction to specially target and support individual student needs and to pre-teach skills aligned to the abstract of the TEKS in the next unit of instruction, with attention to the performance of White and Asian student groups performance relative to the Closing the Gaps Domain targets	Funding Sources: 6300 Supplies and Materials- Title I Funds - 3381.30						
Critical Success Factors CSF 1 3) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, etc.	2.4, 2.6	Teachers, Administrators	Student Goal Setting Sheets, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Special Education and General Education teachers will collaborate about data, expectations and student progress to create action plans that foster individual growth.	2.6	Teachers, Administrators	PLC Minutes, Student learning results	25%			

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Teachers will participate in instructional planning to unpack TEKs, create daily learning objectives and develop teacher and student exemplars.	2.4, 2.5, 2.6	Teachers, Administrators	Instructional Planning Sheets, Lesson plans, Common Assessments, Student Exemplars, Student learning results	25%			
	Funding Sources: 199 - State Comp Ed Funds - 4425.00, 6100 Payroll- Title I Funds - 1825.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 6) Interventionist will work with Tier 2 and Tier 3 students in small groups to address gaps in Math.	2.4, 2.5, 2.6	Administrators	Interventionist Documentation Sheets, Lesson plans, Student learning results	25%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue
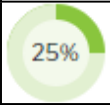
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 42.1 to 70% by 2025. (1819 interim goal = 42.6%)

Evaluation Data Source(s) 3: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 3:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Teachers will implement the writer's workshop model - mini-lesson, independent writing, coaching/conferencing, sharing daily.	2.4, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Common Writing Prompts and rubrics, Student learning results	25%			
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 872.00						
Critical Success Factors CSF 1 CSF 7 2) 2nd-4th Grade teachers will participate in writing PLCs with other campuses one time during the school year to calibrate scoring and address writing process concerns.	2.4	Administration	PLC Minutes, Student learning results	0%			
	Funding Sources: 6100 Payroll- Title I Funds - 1500.00						
Critical Success Factors CSF 1 3) Teachers will ensure daily 1:1 student conferencing about writing using the district approved grade level rubrics.	2.4, 2.5, 2.6	Teachers, Administrators	Walkthrough data, Lesson Plans, Common Writing Prompts and rubrics, Student learning results	25%			
Critical Success Factors CSF 1 CSF 7 4) Special Education and General Education teachers will collaborate about data, expectations and student progress to create action plans that foster individual growth.	2.6	Teachers, Administrators	PLC Minutes, Student learning results	25%			

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Teachers will utilize small group teacher-led instruction to specifically target and support individual student needs and to pre-teach skills aligned to the abstract of the TEKS in the next unit of instruction.	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, walkthroughs, Student learning results	25%
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 1170.40			

100% = Accomplished   ➡ = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 33.8% to 80% by 2025. (1819 interim goal = 34.5%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

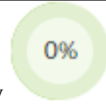| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will attend vertical alignment learning meetings to ensure teachers understand the TEKS alignment, progression in learning and complexity, and grade level responsibility to avoid shallow teaching of the content or teaching content not stated in the standards.	2.4, 2.5, 2.6	Teachers, Administration	Vertical Team Meeting minutes, Student learning results	25%			
Critical Success Factors CSF 1 2) Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing and illustrating: avoid teaching science vocabulary in isolation	2.4, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 CSF 7 3) Special Education and General Education teachers will collaborate about data, expectations and student progress to create action plans that foster individual growth.	2.6	Teachers, Administrators	PLC Minutes, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Teachers will utilize small group teacher-led instruction to specifically target and support individual student needs and to pre-teach skills aligned to the abstract of the TEKS in the next unit of instruction.	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, walkthrough data, Student learning results	25%			

Funding Sources: 6300 Supplies and Materials- Title I Funds - 1170.40

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: By June 2019, 20% of students will score at the Masters level on the Reading, Math, Science and Writing STAAR.

Evaluation Data Source(s) 5: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) Teachers will empower students to track their learning progress by first setting goals and then charting progress on specific skills, MAP scores, Istation scores, etc.	2.4, 2.6	Teachers, Administrators	Student Goal Setting Sheets, Student learning results	25%			
Targeted Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) Teachers will disaggregate data from MAP and unit assessments during PLCs to determine appropriate concepts to spiral into future lessons and activities, with attention to the performance of White and Asian student groups performance relative to the Closing the Gaps Domain targets.	2.5, 2.6	Teachers, Administrators	PLC Minutes, Lesson Plans, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 3) Teachers will provide extension activities in small groups for students in the Meets and Masters levels.	2.4	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 CSF 7 4) Teachers will incorporate strategies learned during Differentiated Professional Development including Learning Continuum RIT activities, Student Tracking Options, Writer's Workshop, Station Ideas and WICOR activities.	2.4, 2.6	Teachers and Administration	Sign-in Sheets, Agendas, Student learning results	25%			
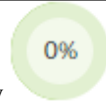
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: By May 2019, increase EOY Reading and Math MAP scores to 75% of students meeting projected growth in Reading and Math in all grades.

Evaluation Data Source(s) 6: 2018-19 MAP Data Reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Classroom and Special Education teachers will collaborate and focus on MAP and other grade-level appropriate data during PLCs to determine individual student instructional focus.	2.6	Teachers, Administrators	PLC Minutes, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will utilize small groups to focus on individual student needs.	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 3) Teachers will utilize Math Fact Fluency Stations.	2.4, 2.6	Teachers, Administrators	Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 4) Teachers will use Imagine Learning, Istation and Khan Academy to focus on individual student needs.	2.4, 2.5, 2.6	Teachers, Administrators	Imagine Learning Reports, Istation Reports, Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 5) Students will track goals in age appropriate ways.	2.4, 2.6	Teachers, Administrators	Student Goal Setting Forms, Student learning results	25%			
Critical Success Factors CSF 1 CSF 6 CSF 7 6) Teachers will implement AVID strategies to increase student organization, collaboration, note taking, and inquiry processes.	2.4, 2.5, 2.6	Teachers, Administrators	Lesson plans, Walkthrough data, Student learning results	25%			
	Funding Sources: 6100 Payroll- Title I Funds - 750.00, 6200 Contracted Services/Registration- Title I Fun - 1590.00						
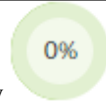
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 59.8% to 76% by 2025. (1819 interim goal = 61%)

Evaluation Data Source(s) 7: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
Critical Success Factors CSF 1 1) Teachers will pair ELL students with general education students to support learning, language development and cultural awareness.	2.4, 2.6	Teachers, Administrators	Walkthrough data, Student learning results	25%			
Critical Success Factors CSF 1 CSF 2 2) Teachers will provide a differentiated classroom focused on English language development, that is aligned to each ELL students' proficiency levels.	2.4, 2.6	Teachers, Administrators	Lesson plans, walkthrough data, Student learning results	25%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress	✕ = Discontinue		

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 8: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 47.2% to 35% by 2025. (1819 interim goal = 44%)

Evaluation Data Source(s) 8: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Teachers will explain clearly defined school-wide expectations for behavior to students throughout the year and communicate the plan with parents.	2.5	Teachers, Administrators	School-Wide Expectations, Positive Student Management Plan, Decrease in exclusionary consequences	25%			
Critical Success Factors CSF 3 CSF 4 CSF 6 2) Campus staff and Student Management Committee will review behavioral data and develop a school-wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting and to determine interventions to be utilized to prevent misconduct.	2.5	Staff and Administration	School-Wide Student Management Plan, Positive Student Management Plan, Decrease in exclusionary consequences	25%			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 9: By May 2019, Attendance Rate will increase from 96.5% to 98%.

Evaluation Data Source(s) 9: 2018-19 Skyward Attendance Reports

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 1) Administrators will use an Attendance Cart to motivate grade levels with 98% Attendance rate at the end of the grading period.	2.5	Administrators	Attendance Reports, Increased attendance rate	25%			
Critical Success Factors CSF 5 CSF 6 2) Administrators and teachers will utilize Attendance contracts and intervention plans for unexcused absences.	2.5	Administrators	Attendance contracts and intervention plans, Increased attendance rate	25%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 10: By May 2019, 82% of parents will state on the parent survey that they "Always" or "Almost always" receive information and materials regarding ways to help child.

Evaluation Data Source(s) 10: Spring 2019 Parent Survey

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 1) Teachers and students will utilize agendas to send home information to parents about current and future learning.	2.5	Teachers, Administrators	Agendas, Parents informed on student learning	25%			
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 1200.00						
Critical Success Factors CSF 5 2) Teachers will conduct an AVID parent night in the fall and the spring presenting information to parents on how to help their child at home on school-wide academic expectations.	3.1, 3.2	Teachers and Administration	Sign-in Sheets, Agendas, Parents informed of academic expectations	25%			
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 300.00						
Critical Success Factors CSF 1 CSF 5 3) Teachers will send home resources parents can use at home throughout the year.	3.1, 3.2	Teachers and Administration	Parent Resources, Parents informed of academic resources	25%			
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 515.00						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

State Compensatory

Personnel for Back Elementary School:

Name	Position	Program	FTE
Brittany Thomas	Counselor	LIGHT	3%
La'Taisha Stinnette	IST	At-Risk	14.28%
Melanie Gilson	IST	At-Risk	14.28%

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Kim Edwards	Teacher Intervention Specialist	Title I	100%

Campus Improvement Team

Committee Role	Name	Position
Administrator	Teresa McCutcheon	Principal
Paraprofessional	Monica Garcia	Paraprofessional
Professional	Rene Vrzak	Teacher
Professional	Jaime DeFeo	Teacher
Professional	Kimberly Edwards	Teacher
Professional	Rachel Wilson	Teacher
Professional	Stephanie Baker	Teacher
Professional	Liz Barboza	Teacher
Community Representative	Rhetta Bowers	Community Representative
Business Representative	Kristina Pena	Business Representative
Parent	Pedro Rivas	Parent
Parent	Mario Prieto	Parent
District-level Professional	Ashley Westbrook	Central Admin.
Community Representative	Peggy Bratton	Community Member
Classroom Teacher	Nancy Fuentes	Teacher

Campus Funding Summary

199 - State Comp Ed Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	2	5	Subs for 25 Teachers x 2 Days of Performance Planning - October and February	Subs for one day of planning	$4,425.00
				Sub-Total	$4,425.00

6100 Payroll- Title I Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	5	2 days of subs for Each Teacher to pull small groups for DRA Testing or small groups 25 Teachers at $125	2 days of subs to complete DRA testing	$6,250.00
1	2	5	Subs for 25 Teachers x 2 Days of Performance Planning - October and February	Subs for one day of planning	$1,825.00
1	3	2	Subs for 2nd-4th Grade	Subs for 2nd-4th Grade	$1,500.00
1	6	6	Two First Grade Teachers Payroll	Two First Grade Teachers AVID Summer Institute	$750.00
				Sub-Total	$10,325.00

6200 Contracted Services/Registration- Title I Fun

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	6	6	Two First Grade Teachers AVID SI Registration	Two First Grade Teachers AVID SI Registration	$1,590.00
				Sub-Total	$1,590.00

6300 Supplies and Materials- Title I Funds

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	1	5	Motivation Reading Books for 3-5 Grade Students	Motivation Reading Workbooks	$3,381.30
1	2	2	Motivation Math Workbooks for 3-5 Grade Students	Motivation Math Workbooks	$3,381.30
1	3	1	Chart paper and markers for Writers Workshop	Chart paper and markers	$872.00
1	3	5	Motivation Writing Workbooks for 4th	Motivation Writing Workbooks for 4th	$1,170.40
1	4	4	Motivation Science Workbooks	Motivation Science Workbooks	$1,170.40

				Sub-Total	$9,975.40

6300 Parent Involvement. Supplies T1

Goal	Objective	Strategy	Resources Needed	Funds Will Be Spent On	Amount
1	10	1		Agendas for 1-5 Grade	$1,200.00
1	10	2	Materials for parent resources		$300.00
1	10	3	Cardstock, lamination, paper, and supplies for resources.		$515.00
				Sub-Total	$2,015.00
				Grand Total	$28,330.40

Addendums

Garland ISD Campus Improvement Plan Appendix A: State and Federal Mandates

Discipline Management Programs

Provide discipline Management Programs including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. [TEC 11.252]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Review discipline data to determine trends and develop appropriate training	1	Principal	Training provided based on campus need
2. Provide online courses designed to increase awareness of the Child's Internet Protection Act (CIPA) and cyber-bulling.	2.5	Principal	Decrease in cyberbullying incidents
3. Utilize HERO program increase student awareness of respecting classmates, exemplifying good citizenship, and how to prevent bullying in schools and communities.	2.5	Counselor	Decrease in bullying incidents
4. Encourage students, parents or guardians to report acts of bullying. A student may submit an anonymous report. Parents or students may speak privately to any staff member to report an incident.	2.6	Principal	Information regarding reporting procedures distributed to parents
5. Teachers and staff members are trained in the GISD bullying reporting protocol.	2.6	Principal	Teachers attend training and are familiar with procedures
6. GISD staff conducts bullying workshops for parents and students to increase awareness and prevention of bullying and cyberbullying.	3.2	Guidance and Counseling Department	Bullying workshops are attended and lead to decrease in bullying incidents

Sexual Abuse, Mistreatment of Children. Mental Health Intervention and Suicide Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
Increase staff awareness and recognition of issues of maltreatment and sexual abuse of children through training that covers prevention techniques and options for affected students.	2.6	Guidance & Counseling	Staff is aware of child abuse recognition and reporting requirements
Provide training on methods for addressing the needs of students including suicide prevention programs and early mental health intervention.	2.6	Guidance & Counseling	Staff is aware of methods for addressing mental health issues including suicide prevention

Methods for addressing needs of students for special programs

a. early mental health intervention and suicide prevention (District only - HB 1386)
b. conflict resolution programs [TEC 11.252(3)(B)]
c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
e. pregnancy-related services (TEA Addendum)
f. provisions to improve services to gifted/talented (G/T) students (TEC 11.251-11.253
g. supplemental services to homeless students [20 USC 6313(c)(3)]
h. transportation to foster students [ESSA 1112 (c)(5)(B)(i)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Community Liaisons will provide leadership for school improvement in the areas of climate, discipline management, drug/alcohol prevention, and safety	2.5	Community Liaisons	
2. Prepare age appropriate student assemblies on each campus for the LIGHT Brigade or Jr. LIGHT Brigade to present work in conjunction with drug awareness education classes conducted by the School Resource Officers.	2.5	Guidance & Counseling, LIGHT Counselors, SROs	Student awareness is increased
3. Coordinate with the Garland, Rowlett and Sachse Police Departments and other various local organizations to host a community drug and alcohol awareness event at the Curtis Culwell Center.	3.2	Guidance & Counseling, SROs	Coordination between organizations leads to increase awareness
4. The Guidance and Counseling department utilizes character education as an avenue for providing the guidance curriculum taught to students in the areas including, but not limited to the following: motivation to achieve, decision-making, interpersonal skills, cross-culture effectiveness, and responsible behavior.	2.5	Guidance & Counseling	Character Education programs are implemented on campuses
5. Provide Dyslexia Training Program (DTP) with Rite Flight Supplement (Grades 2 - 5) and the Literacy Program with Rite Flight Supplement (Grades 6 - 12). Students may also be served by the Interventionist on campus in place of these programs as long as it is 50 minutes per day, 4 days per week - and is a program such as SRA, Project Read, etc.	2.6	Student Services	Dyslexia programs provide appropriate services to identified students
6. Provide pregnant or parenting students access to parenting skills classes as well as career training and job acquisition skills through a wide variety of Career and Technical classes offered in GISD.	2.6	CTE	Pregnant or parenting students are able to access necessary support services
7. Provide a child care center specifically designed to care for the newborn infants until they are old enough to move to a regular child care setting.	2.6	CTE	Parenting students are able to return to school
8. Ensure that teachers of record for identified gifted/talented (G/T) students differentiate instruction to meet student needs.	2.4	Principal, G/T Department	Documentation in lesson plans, classroom walkthroughs

Strategy		Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
9.	Provide homeless students with supplemental materials and services; school supplies, clothing, immunizations, supplemental counseling, tutoring, costs associated with credit recovery, transportation, etc.	2.6	District Homeless Liaison, Student Services Dept	Students are provided supplemental materials and services.
10.	Provide transportation services to students in foster care.	2.6	District Foster Care Liaison	Students are provided transportation services.

Harassment and dating violence [TEC 37.001]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. New Beginnings Center presents a Dating Violence Program in high school health classes.	2.6	LIGHT Counselors	Student awareness is increased
2. LIGHT Counselors refer students to the New Beginnings Center when the need arises.	2.6	LIGHT Counselors	Information is distributed to parents

Highly Effective Teachers

Recruit and retain highly effective teachers and ensure that instruction will be provided by certified teachers, per district standards.

Strategy		Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1.	Create specific pools of certified candidates for interviews in shortage areas through GISD recruitment efforts.	1	HR	Pools of candidates are created
2.	Increase minority candidates for positions which more adequately reflects the student population.	1	HR and Principal	The number of minority candidates interviewed and hired increases
3.	Provide on-going training and development for mentors (current Project GOAL program)	2.4	HR	Training is provided for mentors
4.	Principals assign a veteran teacher on the campus to "mentor" the first-time teachers. There are also additional mentor resources available at the district level.	2.4	Principal	First-time teachers are provided with an adequate level of campus and district support
5.	During the school year, there are regular staff development activities scheduled for both rookie and seasoned staff members.	2.4	HR/Principal	Staff development activities are held throughout the school year
6.	Opportunities are provided for promotion within the district. The district actively encourages campus internships for teachers working on advanced degrees that require an internship as part of their coursework and for teachers who have been identified as leaders by their supervisors.	1	HR	The district promotes internal candidates

Texas Behavior Support Initiative

Training for Texas Behavior Support Initiative (TBSI) relating to the instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Each campus has several members serving on a CORE Team (an administrator, a general education teacher, and a special education teacher are required).	2.6	Principal	Each campus has a full CORE team
2. CORE Team members must attend the Nonviolent Crisis Intervention (NVCI) training and complete the Texas Behavior Support Initiative (TBSI) modules.	2.6	Principal	CORE team members attend training
3. CORE Teams will observe and provide support in a crisis situation.	2.6	Principal	CORE team members are able to provide appropriate support

Post-Secondary Readiness

Strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities, 2. TEXAS grant program, 3. Teach for Texas grant programs, 4. The need for students to make informed curriculum choices to be prepared for success beyond high school, 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. GISD Ready website provides information about college and career planning, financial aid opportunities, career exploration and other helpful information related to college and career.	2.5	Advanced Academics	Ready website is kept current and updated
2. Provide FAFSA workshops to assist students and parents complete the application for financial aid.	3.2	Guidance and Counseling	Students and parents complete the FAFSA
3. Scholarship announcements are made through the guidance office as they become available during the school year.	2.6	Guidance and Counseling	Students are made aware of scholarships
4. Provide an opportunity for high school juniors, seniors and their parents to meet with representatives from more than 120 participating colleges and the military.	3.2	Guidance and Counseling	College fair is provided for students and parents

Title I, Part C, Migrant Education Program

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
GISD will provide identified migrant students with instructional support services such as tutoring, summer school, and intervention and/or credit recovery after school and/or during the school day.	2.5 2.6	Special Programs, Region 10	Migrant students are provided with educational services
GISD staff will ensure that migrant students and parents receive timely information about graduation requirements and post high school opportunities.	3.2	Special Programs, Region 10	Migrant students and parents are aware of graduation requirements and post high school opportunities
Improve communication with parents of migrant students, informing families of resources and services available to meet the educational, health, and emotional needs of students.	3.2	Special Programs, Region 10	Migrant students and parents are referred to resources for services to help meet their needs

Drop Out Prevention

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Provide comprehensive staff development for school personnel so that they may recognize environmental, familial, economic, social, developmental, and psychosocial factors which may contribute to a student's failure to complete high school.	2.6	Student Services	Training provided
2. Provide appropriate in-school curricular and non-curricular programs and services to identified at-risk students and students who manifest recognized dropout predictors or characteristics.	2.6	Campus Staff	At risk, students are members of in school curricular and non-curricular programs
3. Access available community media outlets to conduct an awareness campaign to publicize the dropout problem and describe effective preventive techniques, programs, and services that are available.	2.6	Student Services	Media assists in awareness
4. Solicit the support and encourage involvement of the community's diverse groups and organizations. Develop a centralized system for collection, organization, maintenance, and dissemination of at-risk student data.	2.6	Student Services	Centralized system is created and utilized for dissemination of at-risk student data
5. Provide students with academic alternatives to dropping out through cycle recover, grade recovery, online courses, summer school, and non-traditional options.	2.6	Special Programs	Students who experience failure enroll in and complete online grade recovery courses

Coordinated School Health

Include any coordinated school health activities and their evaluation in the campus improvement plan as well as methods to ensure that students participate in the required physical activity and any other activity recommended by the School Health Advisory Council. [TEC 11.253(d3)(10)]

Strategy	Title I	Staff Responsible for Monitoring	Evidence that demonstrates success
1. Qualified teachers use best practices when teaching physical activity. Structured physical activity is provided at least 135 minutes weekly for elementary students. Middle school students complete a minimum of 225 minutes of physical activity every two weeks for 4 semesters.	2.5	Principal	Structured activity is in the elementary master schedules for the required weekly minutes. Middle school students are enrolled in at least 4 semesters of physical education (or equivalent substitute)
2. Health services are provided for students by qualified professionals such as physicians, nurses, dentists and other allied health personnel from within the school and from the community to assess, protect and promote health.	2.6	Nurse	Health services are provided by Clinic Services
3. School nutrition services offer students a variety of nutritious and appealing meals that accommodate the health and dietary needs of all students.	2.6	Food Services	Students are served nutritious meals
4. Counselors provide services to students to improve mental, emotional and social health and include individual and group assessments, interventions, and referrals.	2.5	Guidance and Counseling	Students are provided appropriate counseling services or are given referrals to services
5. Each elementary and middle school campus wellness team (physical education teacher, school nurse, administrator, cafeteria representative) creates a calendar detailing all of the coordinated school health activities during the school year.	2.6	Principal District Health/Physical Education Coordinator	Campus CSH calendars are turned into the Health/Physical Education Coordinator before the end of the first six weeks. A re-cap of activities is submitted during the last six weeks of each school year.

Garland ISD Staff Development Plan
2018-19

Brief Description of Session	District Performance Objective(s)	Dates	Resources
Campus goals for the year Shining Star Systems Stick - CIT Presentation 1/2 Day Teacher Work Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☒I ☐J	August 9, 2018	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Student Management Committee presentation on how to have a campus that will be nominated for "The Campus with Best Student Management in GISD" Safety and Standard Response Protocol by SRO Bell Vertical Team Planning Team Planning	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☒I ☐J	August 10, 2018	☒ Campus Funds ☐ Title I Allotment ☐ Grants ☐ Other _____
WICOR Writing and Collaboration session Hopes and Dreams Parent Training by Family Engagement Department Handbooks, Schedules, Student Data Dig	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☒I ☐J	August 13, 2018	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
District Content Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	August 14, 2018	☐ Campus Funds ☐ Title I ☐ Grants ☒ Other District
Growth Mindset Required Videos Accountability Update T-TESS Refresher	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☒I ☐J	August 15, 2018	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
Stations and WICORIZE Lesson Plans 1/2 Day Teacher Work Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	August 16, 2018	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____

Activity	Strands	Date	Funding
Teacher Work Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	August 17, 2018	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
District Content Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	October 12, 2018	☐ Campus Funds ☐ Title I ☐ Grants ☒ Other District
Student Management Refresher Prepare for MOY Science (3-5) and Math (3 & 5) CBA Review Performance Planning	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☒I ☐J	January 7, 2019	☒ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
District Content Day	☒A ☒B ☒C ☒D ☒E ☐F ☐G ☐H ☐I ☐J	February 18. 2019	☐ Campus Funds ☐ Title I ☐ Grants ☒ Other District
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J		☐ Campus Funds ☐ Title I ☐ Grants ☐ Other _____
	☐A ☐B ☐C ☐D ☐E		☐ Campus Funds

	☐F ☐G ☐H ☐I ☐J		☐ Title I ☐ Grants ☐ Other _____