

Spring Branch Independent School District

Pine Shadows Elementary School

2019-2020

Accountability Rating: C



Mission Statement

Pine Shadows Elementary School's mission
is to impact the life of every child every day
to develop critical thinkers who create their own future personalized
learning and to increase the number of students for T-2-4.

Vision

As a school and community we are developing future leaders who demonstrate:

Curiosity

Perseverance

High expectations

Problem solving

Innovative, accelerated and creative learning

Respect for diversity

Independent learners

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PSE enrollment is approximately 767 in K-5 grade. Our population continues to be a diverse combination of cultures from around the world predominately Hispanic.

In addition we have a Life Skills Unit and an APPLE Unit on campus this year.

PSE has qualifies for 100% free and reduced lunch.

Attendance rate is 96%.

The majority of our neighborhood consists of multi-unit apartment complexes, a few new cluster homes at the end of the playground area, and an older residential area. Our community partnerships include MHS as our sister school, an after school YMCA program for students, an after school fine arts program provided by our CIS connection, a PSE summer camp, Boy Scouts and Girl Scouts programs, and many local restaurants and businesses who are part of our Good Neighbor Program.

Our redesign initiative has provided opportunities for teachers to reach out into the community to connect with other schools, businesses, programs and partners to meet the needs of our students.

PSE staff consists of predominately Spanish speakers from around the world, a smaller number of non-Spanish speakers from across the US and other countries.

Demographics Strengths

The Panorama Survey results showed growth in all areas for our diverse population.

School Belonging 96% up 6%

School Climate 98% up 5%

School Rigorous Expectations 98% up 2%

School Safety 97% up 2%

School Teacher-Student Relationships 99% up 2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the gap across all minority groups continues to be a challenge for our school. **Root Cause:** The majority of the students are reading 1-2 years below grade level when they enter K.

Student Academic Achievement

Student Academic Achievement Summary

PSE students have made significant growth over the past 3 years meeting standards and moving off the Priority List.

All students in grades 2-5 have received intervention 30 minutes per day in reading and math which has been effective in student performance.

The addition of teacher assistants in the classrooms will provide support with small group instruction to reach more struggling students.

MAP data showed growth in all grade levels, K-5.

Panorama results showed growth in all categories exceeding the district and elementary campus levels.

STAAR results showed Met Standard in all categories.

Student Academic Achievement Strengths

Students showed growth on MAP, COMPASS and STAAR data.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Achievement needs are for EL students to perform as well as other groups. **Root Cause:** EL students come to PSE with limited PK experiences.

School Processes & Programs

School Processes & Programs Summary

PSE will continue a research and design initiative in 19-20 by focusing on STEM labs and community circles.

Through this process our goal is to deepen student relationships by sharing experiences in our community circle time.

In addition, the STEM labs will provide a personalized learning experience for students in grades 3-5.

Students will participate in an ABL (Action Based Learning Lab) to energize their learning through movement in grades 3-5 and in Kindergarten.

Through the OC-TX initiative we have 4 MCLs (multi-classroom leaders).

These additional staff members provide support to the teams, implement small groups for intervention in reading and math.

MCLs provide coaching and modeling for new staff members, assist with assessment and training.

Guiding coalition meetings are held weekly to analyze student data, to provide training for content areas, assessments and PD.

Mentors are assigned to mentees, student teachers are assigned to master level teachers and teachers are given opportunities to personalize their teaching and learning through conferences, consultants, and collaboration with other professionals from other SBISD campuses.

Family and community events such as meet the teacher, parent conferences, principal monthly coffees, cultural and local celebrations, carnival, movie nights, WATCH Dogs, 9 week awards ceremonies, Muffins with Mom, Donuts with Dad, health fairs etc., are provided by the PTA, CIS staff, and PSE staff.

PTA and PSE will continue to purchase electronic devices for student use in the classroom and for assessment purposes.

School Processes & Programs Strengths

Processes and programs are established and implemented with fidelity and integrity to impact performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Planning time is needed to monitor and expand these processes and programs. **Root Cause:** The master schedule does not additional time for planning during the day.

Perceptions

Perceptions Summary

PSE has a positive culture, climate and value system of core beliefs. Family engagement is high for events like Meet the Teacher, Open House, Parent Conferences, PTA events and with daily volunteers. Families are also involved in after school activities provided by the school, by CIS, and by the PTA.

Panorama results showed a positive increase in all areas and all areas were above the district results.

2019 Panorama Survey results:

School Belonging 96% up 6 points

School Climate 98% up 5 points

School Rigorous Expectations 98% up 2 points

School Safety 97% up 6 points

School Teacher-Student Relationships 99% up 2 points

PSE staff members attended a day of Project Class training refresh at HAP this summer.

SBISD core values are at the heart of everything we do at PSE for the students, staff ad community.

PSE redesign graduate aims are that all students leave fifth grade as problem solvers, curious learners and skilled communicators.

Our belief is that students from poverty are entitled to the same access and equity as all other students.

Perceptions Strengths

Maintaining a positive and effective culture and climate is strong.

Panorama Survey showed significant positive increases in culture, climate, school connectedness and beliefs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A more efficient and effective communication source is needed to connect with all families. **Root Cause:** Electronic communication to all parents is limited due to financial resources of the majority of our families.

Priority Problem Statements

Problem Statement 1: Closing the gap across all minority groups continues to be a challenge for our school.

Root Cause 1: The majority of the students are reading 1-2 years below grade level when they enter K.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Professional development addressing the social emotion needs of students from poverty is needed for staff.

Root Cause 2: The majority of PSE staff members have not experienced a life of poverty.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Students from poverty lack financial resources to access opportunities for academic growth.

Root Cause 3: PSE is at 100% FRL which impacts financial access to enrichment experiences.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Implementation of multiple initiatives is challenging to balance time and resources for students and staff members.

Root Cause 4: Initiatives are new and limited experience from staff members takes time to find a balance.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: PSE students continue to struggle with reading on grade level.

Root Cause 5: Students enter K with a reading deficit of 1-2 years below grade level.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By June 2020, 80% of all PSE students will meet or exceed a year's growth in reading and math on MAP.





2018-19: Reading - 50% met CGI; Math - 55 % met CGI

2017-18: Reading - 38% met CGI; Math - 46 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) 1. Guiding coalition weekly meetings will address instructional practices, assessments, and content planning for reading and math.</p> <p>2. Bilingual and EL professional training for staff</p> <p>3. Daily small group interventions for 2-5 grade students in reading and math.</p> <p>4. Extra duty professional, paraprofessionals and support personnel were added.</p> <p>5. All in Learning will be used in to help plan instruction, design assessments, and address student comprehension of reading and math objectives.</p> <p>6. Additional reading/literacy library materials and books, library materials, reading book bags for students, and literacy classrooms libraries.</p> <p>7. PSE Summer Enrichment Camp and CIS summer and after school programs.</p> <p>8. Library materials and supplies, software and technology</p>	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2</p>	<p>Instructional Leadership Team</p> <p>Dr. Sandra Mercuri/Bilingual Consultant</p> <p>Nancy Motley, Seidlitz Consultant for EL PD</p> <p>PSE Instructional Leadership Team</p> <p>PSE Staff and Support Staff</p> <p>Additional professional, paraprofessionals and support personnel.</p> <p>Librarian</p>	<p>K-5 students will show a minimum of a year's growth on their reading levels using DRA/EDL levels to ensure grade level results.</p> <p>K-5 students will show a minimum of a year's growth on their math using MAP levels to ensure grade level results.</p> <p>Increased student achievement will be measured on: MAP STAAR TELPAS Panorama</p> <p>Parent and Familyi Engagement Policy will be developed and distributed at Back to School Night in September.</p> <p>Monthly PTA meetings, Principal Coffees and Parent Education programs.</p>			
<p>Funding Sources: 211 - Title I, Part A - 212627.00, 199 PIC 25 - ESL/Bilingual - 9060.00, 199 PIC 23 - Special Education - 1590.00, 199 PIC 30 - At Risk School Wide SCE - 21587.00, 199 PIC 99 - Undistributed - 25204.00, 199 PIC 11 - Instructional Services - 16174.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: By June 2020, third through fifth grade students will increase Panorama Survey results to 100% in all categories.





2018-19: School Belonging 96%; School Climate 98%; School Rigorous Expectations 98%; School Safety 97%;
School Teacher-Student Relationships 99%

2017-18: School Belonging 83%; School Climate 84%; School Rigorous Expectations 90%; School Safety 84%;
School Teacher-Student Relationships 92%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) 1. Community Circles, "Explorer Circles" will be implemented each morning after the announcements.</p> <p>2. Protocols for the lessons and topics will be provided for the teachers.</p> <p>3. Topics may be provided by teachers or students centering around PSE Explorer traits, project class expectations, relationship building, positive conflict resolutions, and student voice and agency to develop a stronger PSE community.</p> <p>4. Project Class Social Skills Management Program will be implemented. All PSE staff attended 1 day of PC training at the HAP.</p> <p>5. Monthly grade level principal coffee information sessions will be implemented.</p> <p>6. PTA meetings, monthly parent education meetings and school events.</p>	2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	PSE Administrators PSE Counselor PSE Teachers PSE Instructional Leadership Team PSE MCL's PSE Research and Design teams Project Class on site training Project Class staff and PSE staff CIS/Counselor/Parent Liaison Coordinator/PTA board/PSE staff Principal	Panorama Survey will show an increased results on the Student Teacher Relationships measure. Students needing additional social skills strategies will be assisted through Project Class. Teachers trained with PC skills and strategies will impact relationship connectivity at PSE. Parents and families will be able to support their students in academic and social emotional development. Improved communication	 55%		
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: By June 2020, at least 30% of PSE students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades).


2018-19: 26% performed at post-secondary readiness levels as defined by SBISD Measures of Success




2017-18: 25% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) 1. Research and Design Initiative providing personalized learning through: a. STEM LAB/Project Lead the Way Grant for \$20,000.00 over 2 years for grades 3-5.</p> <p>2. All in Learning for student to tracking their performance.</p> <p>3. Community Circles daily implementation.</p> <p>4. EDU-SMART for Science K-5</p> <p>5. Provide additional electronic resources for students.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.2	PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian PSE ABL teacher PTA	Increased performance results in college readiness on the Panorama survey. At least one year's growth in Reading and Math on MAP results. Increased performance results of 1 year minimum on DRA/EDL for K-5 students. Increase academic student performance.			
<p>Funding Sources: 211 - Title I, Part A - 30448.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

Performance Objective 1: By June 2020, Pine Shadows Elementary will close existing gaps in post secondary readiness by at least 5% between Special Ed and non-Special Ed and between English Learners and non-English Learners while all performance improves.

2018-19: Sped 0%; non-Sped 28%

2017-18: Sped 6%; non-Sped 28%

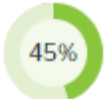



2018-19: English Learners 12%; non- English Learners 43%

2017-18: English Learners 16%; non- English Learners 36%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <ol style="list-style-type: none"> 1. Daily small group intervention for reading and math for all students in grades 2-5. 2. Teacher assistants provided in grades K, 1, 4 and 5. 3. CIS (Community in Schools) 4. WATCH DOGS 5. Parent Liaison Coordinator 6. STEM Lab, ABL Lab 7. Substitutes for teachers to attend PD conferences and training 8. PD training for all staff 9. Supplies and materials for sped, bilingual and at risk students. 10. Additional MCL added for academic support. 11. Additional certified tutor added for intervention. 	<p>2.4, 2.4, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.2, 3.2</p>	<p>PSE Administrators PSE MCL's PSE Counselor PSE Instructional Leadership Team PSE teachers PSE Librarian Administrators</p>	<p>A minimum of one year's growth for all students using DRA/EDL/MAP/STAAR results.</p> <p>An increase in the number of students at the meets level on STAAR.</p> <p>Close the achievement gap across demographic groups.</p>			
<p>Funding Sources: 211 - Title I, Part A - 14055.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: Various data resources.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Meet all state and federal requirements.	2.4, 2.4, 2.5, 2.6, 2.6, 3.1, 3.2	Instructional Leadership Team	Compliance with all state and federal requirements.			
 = Accomplished  = No Progress  = Discontinue						

State Compensatory

Budget for Pine Shadows Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
11-6329	6329 Reading Materials	\$10,000.00
6300 Subtotal:		\$10,000.00

Personnel for Pine Shadows Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Luisa Rodriques	Parent Liaison Coordinator	Campus TITLE I	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive needs assessments will address the multiple measures of data which are demographics, student academic achievement, school processes and programs and perceptions.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed by the CIT members which represent staff, students, parents and community members.

2.2: Regular monitoring and revision

Monitoring and revision is on-going by the CIT committee, the Instructional Leadership team, PLC's, and status of the class meetings.

2.3: Available to parents and community in an understandable format and language

The CNA is available for parents/community in English and Spanish on the school and PTA website.

2.4: Opportunities for all children to meet State standards

Students receive intervention beginning the second week of school in grades 2-5 in reading and math.

Highly qualified teachers are recruited to provide good first instruction to all students.

MCL's are assigned to grades 2, 3, 4 and a .50 teacher is assigned to grades K/1 to monitor TEKS alignment with instruction.

2.5: Increased learning time and well-rounded education

The master schedule reflects minimal transition times during the day so that the instructional time is the priority.

Personalized learning is continuing to provide voice and agency for students.

A STEM lab grant will be used to provide individual opportunities for students in science and math.

Art, music and health fitness programs during the day and after school are provide.

Art, music, GIRSTART and dance programs are provided after school by our CIS worker for students in 3-5.

In addition, PSE Enrichment Camp and a Reading Camp our provided 4 6 weeks during the summer.

2.6: Address needs of all students, particularly at-risk

At Risk students are selected for daily interventions, provided a mentor, selected for after school academic and athletic programs.

The CIS worker provides after school programs for all students in 3-5 in the fine arts areas and for tutorials.

In addition, advanced learners have time with a GT certified teacher.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed at Open House in September.

3.2: Offer flexible number of parent involvement meetings

Parent conference days are held in the fall and spring.

Monthly PTA events like movie night, parties, are held.

WATCH DOG program is offered to dads.

Girl Scout programs are offered for mother's and daughters each month.

The PTA board established goals to build capacity, to include a more diverse membership on the board and to provide multiple activities to include the staff and community. The PTA consistently recruits and provides access to open meetings at the school each month.

CIS worker provides parent opportunities through after school programs and summer camp programs. Mentors are provided for students during the year from community and corporate businesses in the Houston area. In addition counseling services are provided by a local agency to PSE families with an on-site weekly counselor. Provisions for parents to access assistance with uniforms, medical, dental, and mental health services are provided at the school.

A part time parent liaison staff member provides educational workshops, parent outreach, ESL classes and opportunities for parents to volunteer and serve at the school and district level.

Monthly principal coffess/meetings with the community will focus on resources, services, involvement, and opportunities to participate in their children's learning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Luisa Rodrigues	Parent Volunteer Liaison	TITLE I	.50

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christina Winstead	Principal
Administrator	Natasha Patel	Assistant Principal
Community Representative	Becky Funderburk	Community Representative
Classroom Teacher	Christian Centeno	Classroom Teacher
Classroom Teacher	Maribel Cruz	Classroom teacher
Parent	Ed Kaczinski	Parent
Classroom Teacher	Sarah Hassaballah	Classroom teacher
Non-classroom Professional	Sandra Henderson	Non-classroom Professional
Non-classroom Professional	Naqvi Iffat	Non -classroom Professional
Business Representative	Rose Toro	Business Representative
Business Representative	Pete Kaldis	Business Representative
Parent	Minga Fernandez	Parent
Community Representative	Stacey Brozek	Community Representative
Classroom Teacher	Sharon Cates	Classroom teacher
Administrator	Barbara Dunn	Administrator
District-level Professional	Courtney Jaynes	District-level Professional

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Service		\$16,174.00
Sub-Total					\$16,174.00
Budgeted Fund Source Amount					\$16,174.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education	6121	\$1,590.00
Sub-Total					\$1,590.00
Budgeted Fund Source Amount					\$1,590.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL/Bilingual	6399	\$9,060.00
Sub-Total					\$9,060.00
Budgeted Fund Source Amount					\$9,060.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	School Wide Compensatory	6399	\$21,587.00
Sub-Total					\$21,587.00
Budgeted Fund Source Amount					\$21,587.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Undistributed		\$25,204.00
Sub-Total					\$25,204.00
Budgeted Fund Source Amount					\$25,204.00
+/- Difference					\$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Duty	6116	\$40,000.00
1	1	1	Extra duty para professional	6125	\$1,700.00
1	1	1	Support Personnel	6129	\$36,818.00
1	1	1	Professional Salary	6119	\$100,252.00
1	1	1	Contracted services	6299	\$1,500.00
1	1	1	Professional Salaries	6119	\$22,357.00
1	1	1	Reading Materials	6329	\$10,000.00
3	1	1	Software	6397	\$10,000.00
3	1	1	Supplies & Materials	6399	\$10,448.00
3	1	1	Technology	6398	\$10,000.00
4	1	1	Supplies & Materials for family engagement	6399	\$2,706.00
4	1	1	Travel	13-6411	\$849.00
4	1	1	Substitutes	6112	\$10,000.00
4	1	1	Region 4 teachers	6239	\$500.00
Sub-Total					\$257,130.00
Budgeted Fund Source Amount					\$270,630.00

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$13,500.00
				Grand Total	\$330,745.00