Spring Branch Independent School District

Meadow Wood Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

At Meadow Wood Elementary, our mission is to provide the personalized support needed for every student to grow and reach their personal best, taking into account the unique academic, social and emotional needs of each child.

Vision

Our vision is to provide every child with a variety of challenging and authentic educational opportunities in a culture where:

Respect, creativity and enthusiasm for learning exists;

Students and staff embrace and seek out new ways of doing things, with the understanding that failureÂ is an opportunity for growth;

Staff and students strive to be responsible, self-motivated people of strong character;

There is a strong partnership with our communities that promotes open and frequent communication; and

We do not make excuses and we do not quit.

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

Meadow Wood Elementary is one of twenty five elementary schools in Spring Branch ISD. The total student enrollment at the end of the 2018-2019 school year was 508. At the beginning of the 2019-2020 school year, enrollment was 543. Our students represent a wide variety of ethnicities. The ethnic distribution, per Compass Data Dashboard, is as follows:

- African American 14%
- Hispanic 29.7%
- White 45.7%
- Asian 3.7%
- Pacific Islander .2%
- Two or More Races 6.7%

Of our students, 33.9% are economically disadvantaged, 14% of our students are English language learners, and 36.4% of our students are considered at risk. As of the 2018-2019 school year, we are a Title I school. We have 32 teachers with a wide range of experiences, and 61 staff members total.

Demographics Strengths

MWE celebrates the diversity of our students through events such as the International Festival. Families share their cultures and countries through food, artifacts, and literature.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Historically, economically disadvantaged students score low than higher SES peers on state and local assessments.

Student Academic Achievement

Student Academic Achievement Summary

Based on the 2019 TEA Accountability System for the 2018-2019 school year, MWE Met Standard. We acheived an overall scaled score of 86.

- In Student Achievement, we scored a 90.
- In Academic Growth, we scored a 79.
- In Relative Performance, we scored an 80.
- In Closing the Gaps, we scored a 76.

This data shows a decrease in Academic Growth and Closing the Gaps. The main area of concern is math.

With going into the second year of implementation of TCRWP and MIZ, we hope to see our reading and math scores increase. We are making targeted efforts to improve math achievement across all grade levels. We are focusing on literacy and numeracy and English Learners.

Student Academic Achievement Strengths

Overall student achievement increased 10%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Academic Growth and Closing the Gaps declined.

School Processes & Programs

School Processes & Programs Summary

After gathering feedback from observations, staff members, and multiple measures of data, changes to staff members, teams, leadership positions, and instructional decisions were made to prepare for the 2019-2020 school year. 8 teachers were moved to different grade levels and formed new teams. 3 new teachers were hired, due to one resignation and 3 transfers within the district. The principal left SBISD in June and a new principal, formerly at MWE, was hired to replace her. With solid teams and staff members on board, we are moving into the 2019-2020 school year with the following initiatives for MWE: SEL Framework, Teachers College Reading and Writing Project, and Math Innovation Zone.

- SEL Framework - Our campus SEL Committee created a school wide matrix of expectations. The matrix covers the expectation for behaviors in all settings on campus. This will support our proactive efforts to support behavior and provide a consistent language for all students across the campus.
- TCRWP - Our ELA teachers K-5th grade are implementing the components learned from Lucy Caulkins to support reading and writing in the classroom.
- MIZ - Our PK-5th grade math teachers are working on a blended learning model of teaching math while also utilizing ST Math as an online platform for learning and data collection.

School Processes & Programs Strengths

MWE teachers are well-trained in best practices to support these campus initiatives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: An abundance of initiatives in prior years has caused lack of focus and lack of vision.

Perceptions

Perceptions Summary

The culture, climate, values, and beliefs of MWE are a major focus this year that need strengthening. We utilize Panorama Survey and results to drive our efforts in strengthening our relationships with students, staff, and families. As many areas decreased last year, in an effort to boost the perceptions of our campus as a whole, we will:

- implement a school wide matrix of expectations that are posted and referenced in various locations throughout the campus.
- implement the use of daily community circles with questions or prompts that are created and developed by the SEL Committee and focused on areas of need.
- promote family and community involement with a variety of events including but not limited to: Parent Nights, Lunch with MWE Leaders, International Festival, Carnival, and Curriculum Night.

Perceptions Strengths

MWE has strong values, community support and pride.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Trust, transparency, and communication need to be improved and rebuilt.

Priority Problem Statements

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

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, at least 65% of MWE students will meet or exceed growth expectations on MAP.

2018-19: Reading - 60% met CGI; Math - 60 % met CGI
2017-18: Reading - 58% met CGI; Math - 65 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Teachers will be trained in utilizing MAP data and MAP skills for personalized instruction.	2.4, 2.5, 2.6	Instructional Leadership Team District personnel	Increased student achievement on multiple measures.	50%	100%	100%
TEA Priorities Build a foundation of reading and math 2) Following fall and winter assessments, MAP data will be reviewed to develop individualized plans for each student. TCRWP and MIZ components will be utilized for best instructional practices.	2.4, 2.5, 2.6	Instructional Leadership Team Interventionists Teachers	Increased student achievement on multiple measures.	50%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Continued implementation and purchase of resources to support TCRWP and MIZ grant. Ongoing professional development for staff.	2.4, 2.5, 2.6	Instructional Leadership Team Teachers District personnel	Increased student achievement on multiple measures.	100%	100%	100%
Funding Sources: 199 PIC 99 - Undistributed - 1300.00						

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 4) Teachers will be given a planning day during the fall semester to review data and revise curriculum, based on student needs.	2.4, 2.5, 2.6	Instructional Leadership Team	Increased student achievement on multiple measures.	25%	50%	55%
	Funding Sources: 199 PIC 11 - Instructional Services - 5500.00, 211 - Title I, Part A - 3400.00					
TEA Priorities Build a foundation of reading and math 5) Interventionists will work with targeted groups of students, focusing both remediation and enrichment.	2.4, 2.5, 2.6	Instructional Leadership Team	Increased student achievement on multiple measures	75%	100%	100%
	Funding Sources: 211 - Title I, Part A - 59250.00					
100% = Accomplished 0% = No Progress ✕ = Discontinue						

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, at least 70% of 3-5 graders will respond favorably on school climate on the Panorama survey.

2018-19: School Climate - 63%
2017-18: School Climate - 65%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will explore topics in the Panorama Playbook, exploring some of the moves in their classroom.	2.5, 2.6	Instructional Leadership Team Teachers SEL Committee	Increased results on the Panorama Survey.	25%	50%	80%
2) All classrooms will continue to implement community circles as a way to foster emotional development and teacher-student relationships.	2.5, 2.6	Instructional Leadership Team Teachers SEL Committee	Increased results on the Panorama Survey.	75%	100%	100%
3) Opportunities for parent engagement will increase through monthly Parent Nights, Lunch with MWE Leaders, expanded Friday Focus, and multiple volunteer activities.	3.1, 3.2	Instructional Leadership Team	Increased results on the Panorama Survey.	50%	80%	100%
Funding Sources: 199 PIC 24 - At Risk - 3250.00						
4) Eagle Expectations will continue to be implemented, with increased fidelity and emphasis on grade level specifics.	2.5, 2.6	Instructional Leadership Team SEL Committee Teachers	Increased results on the Panorama Survey.	50%	70%	70%
100% = Accomplished		0% = 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 70% of MWE students will perform at post-secondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd, 4th, & 5th grades) and/or STAAR (meets grade level in 3rd, 4th, & 5th grades).

2018-19: 57% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 53% 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive additional professional development and guidance on the PLC process during faculty and team meetings to help them tailor lessons to meet the needs of all students.		Instructional Leadership Team Interventionists Team Leaders	Increased student achievement on multiple measures.	15%	80%	100%
Funding Sources: 211 - Title I, Part A - 5000.00						
2) Teachers will utilize data including district PSAs, released STAAR, and common formative assessments to inform instruction.	2.4, 2.5	Instructional Leadership Team	Increased student achievement on multiple measures.	75%	85%	85%
3) Teachers will participate in professional development opportunities designed to address individualized needs and learning pathways.		Instructional Leadership Team	Increased student achievement on multiple measures.	75%	100%	100%
4) Resources, including technology, will be purchased and utilized to enhance student learning and achievement.		Instructional Leadership Team	Increased student achievement on multiple measures.	100%	100%	100%
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.
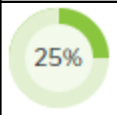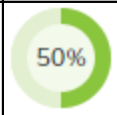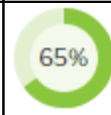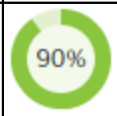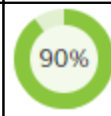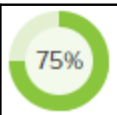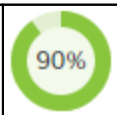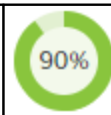
Performance Objective 1: By June 2020, MWE will close existing gaps in post secondary readiness by at least 5% between economically disadvantaged and non-economically disadvantaged while all performance improves.

2018-19: Economically disadvantaged 29%; non-Economically disadvantaged 70%
2017-18: Economically disadvantaged 31%; non-Economically disadvantaged 68%

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) We will implement data teams to define and improve the RtI process for the benefit of struggling students, with the assistance of district personnel.	2.4, 2.5, 2.6	Instructional Leadership Team Interventionists Teachers	Increased student achievement on multiple measures.	25%	50%	65%
TEA Priorities Build a foundation of reading and math 2) Interventionists will work with student groups to increase percentage of students scoring the mastery range.	2.4, 2.5, 2.6	Instructional Leadership Team Team Leaders	Increased student achievement on multiple measures.	50%	90%	90%
	Funding Sources: 199 PIC 24 - At Risk - 270.00					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Resources will be purchased to facilitate responsive teaching based on student needs in core subjects - ELA, Math, Science, and Social Studies. Resources may include books, teacher professional books, supplies and materials, digital and technology resources.	2.4, 2.5, 2.6	Instructional Leadership Team	Increased student achievement on multiple measures.	75%	90%	90%
	Funding Sources: 199 PIC 11 - Instructional Services - 8375.00, 211 - Title I, Part A - 18750.00					
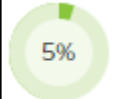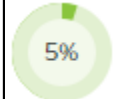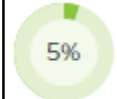
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Jan**	**Mar**
TEA Priorities Recruit, support, retain teachers and principals 4) Trainings for teachers on special populations (special education, English Learners, dyslexia, etc.) will be provide during faculty meetings and district staff development days.	2.4, 2.5, 2.6	Instructional Leadership Team Interventionists Special Education & Gen. Education Teachers Diagnostician	Increased student achievement on multiple measures.	30%	65%	85%
Funding Sources: 199 PIC 23 - Special Education - 1040.00, 199 PIC 25 - ESL/Bilingual - 1620.00						

100%	0%	✖
= Accomplished	= No Progress	= Discontinue

Goal 5: To remain in compliance with Federal and State law.
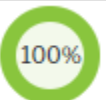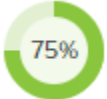
Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation for GT and LEP students, utilizing student performance data derived from special populations for the purpose of program review and revision.		Principal, Assistant Principal	Growth on performance indicators on campus, district and state assessment.	5%	5%	5%
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.		Principal, Assistant principal,	Agendas from weekly planning sessions; campus and district assessment	50%	80%	90%
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 monitored and opportunities to conference will be provided to parents.		Principal, Assistant Principal	Agendas and minutes from weekly planning sessions, campus and district assessments.	50%	80%	90%
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of 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).		Principal, Assistant principal, Librarian, etrainer	Lesson planning and weekly planning session notes and agendas, evidencing an increase in technology competence among teachers	25%	90%	100%
5) Promote increased parent and community involvement in drug and violence prevention programs/ activities and other school activities		Principal, Counselor	School programs and activities such a Rock Wall, Random Acts of Kindness Week and Red Ribbon Week.	30%	70%	70%
6) Provide professional development based on level of expertise and need in the following areas: Reading, Math, Writing, Science, Classroom Management, and Technology.		Principal, Assistant Principal, Counselor	Campus activities with character themes, decrease in office referrals	50%	90%	90%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.		Principal, Special Ed Team Leader, AIM teacher	Individual IEPs and scheduling; special ed teachers and paraprofessional schedules	50%	85%	100%
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.		Principal	Campus and state assessment data.	35%	100%	100%
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.		Principal	calendar, staff professional development records from beginning of the year training	75%	100%	100%
10) STATE COMP ED - Provide supplemental At-Risk services/support in Reading and Math (intermediate and primary levels)		Principal	Tutoring and intervention schedules; Academic growth for at risk students on all assessments	50%	100%	100%
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)		Principal	Academic growth for at risk students on all assessments	50%	90%	90%
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 2483.00						
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships		Principal	Number of Volunteer Hours	30%	75%	80%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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 * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.		Principal	Eduphoria records with list of staff development attended	65%	100%	100%
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.		Principal	Eduphoria - list of staff development attended	65%	100%	100%
15) Provide support for new teachers with ongoing mentoring and planning with certified staff.		Principal, Assistant Principal, lead mentors and individual mentors	Teacher retention information.	60%	85%	100%
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.		Principal, Assistant Principal.	Teacher retention information	85%	85%	90%
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.		Principal	School calendar of activities	65%	80%	85%
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.		Principal	School calendar and staff and community newsletters.	10%	75%	75%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.		Principal	Lesson planning; discussions in 3 week meetings with teachers; Small group instruction; Tutoring for enrichment by skill; Certification records (all teachers GT certified)	50%	70%	80%
20) 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.		Principal, Counselor	Campus calendars, newsletters to parents and emails to staff.	65%	100%	100%
21) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey		Principal and SCHAC members	Agenda and notes from meetings and growth on the School Health Index.	40%	80%	80%

100% = Accomplished	0% = No Progress	✗ = Discontinue

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 team leader meetings.

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

The CIP is available for parents/community in Englilsh on the school website. The website can be translated into numerous languages.

2.4: Opportunities for all children to meet State standards

Highly qualified teachers are recruited to provide good first instruction to all students. Students work with interventionists on campus, as well as, recieve intervention and extension from classroom teachers. Our reading specialist and math specialist are assigned to support all grades and 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. Art, music and health fitness programs during the day are provided. Choir, Orff, Robotics, and other clubs are offered thorughout the school year after school.

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

At Risk students are selected for daily interventions, provided a mentor, and selected for after school tutorials. The CIS works closely with these students. 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. PTA events like parties, a carnival, field day, festivals, etc. are coordinated throughout the year. WATCH DOGS is offered to dads. The PTA board created a new position so someone could serve as the community liaison. They also try to provide meetings at various times to accommodate working parents schedules. CIS worker provides parent opportunities through after school programs. Mentors are provided for students during the year from community and corporate businesses in our area. PTA offers lots of opportunities for parents to volunteer and serve at the school and district level.

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	substitutes		$5,500.00
4	1	3	resources		$8,375.00
				Sub-Total	$13,875.00
				Budgeted Fund Source Amount	$21,675.00
				+/- Difference	$7,800.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	resources		$1,040.00
				Sub-Total	$1,040.00
				Budgeted Fund Source Amount	$1,040.00
				+/- Difference	$0

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Parent nights, etc.		$3,250.00
4	1	2	resources		$270.00
				Sub-Total	$3,520.00
				Budgeted Fund Source Amount	$3,520.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	resources		$1,620.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$1,620.00
				Budgeted Fund Source Amount	$1,620.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	resources and materials		$1,300.00
				Sub-Total	$1,300.00
				Budgeted Fund Source Amount	$11,300.00
				+/- Difference	$10,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	planning		$3,400.00
1	1	5	Interventionists		$59,250.00
3	1	1	PLC conference/training		$5,000.00
4	1	3	magazines, resources		$18,750.00
				Sub-Total	$86,400.00
				Budgeted Fund Source Amount	$86,400.00
				+/- Difference	$0
				Grand Total	$107,755.00