

Spring Branch Independent School District

Frostwood Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

Our mission is to encourage successful, creative learners who are equipped socially, academically, morally, and technologically to meet the challenges of the 21st century in a safe and cooperative learning environment.

Vision

All Frostwood staff members will continue to embrace the rich diversity in and around our school, encourage higher level thinking, engage creativity and problem solving, and ensure academic and social preparedness.

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

Needs Assessment Overview

We will continue to promote a safe and caring environment in and around our school using Tribes norms and activities, No Place for Hate language and lessons, and by teaching the whole child.

We will foster a love of learning and inquisition with our high level learning opportunities that are designed to meet a wide variety of learners. We will use summative and formative data on a regular basis to ensure student growth and deeper understanding of the TEKS.

We will embrace our community and the rich diversity that our families bring to us, celebrating our differences, our strengths, and our high student achievement.

Demographics

Demographics Summary

Frostwood is a culturally rich, ethnically diverse campus. We have 725+ students and 80+ employees that strive to meet the social, emotional and academic needs of our students. Our students come to us from all over the world, bringing a wealth of experience and a wide variety of talent. Our students speak over 24 languages including English, Korean, Mandarin, Arabic, Spanish, Romanian, Russian, along with so many others.

Our staff provide rigorous and high-level academic learning opportunities that are differentiated to meet a variety of learners. Our staff is dedicated to on-going staff development and personal and professional growth in order to meet the ever-changing needs of our student body. We are forward thinking, with a focus on developing 21st Century Learners. We believe in teaching the whole child and are dedicated to doing whatever it takes to ensure each student makes significant academic and social progress each and every day.

Demographics Strengths

The rich background and experiences that our students and families bring with them offer a great source of pride, experience, and global understanding. Our staff, our parents, and our students are caring and accepting, eager to include and celebrate others.

Our families are highly involved with their childrens' lives both during and outside of the school day. Most of our children participate in before and after school programs that enrich their school experience. These programs include art, music, sports, language, cooking, religious, academic and healthy living experiences.

Student Achievement

Student Achievement Summary

Frostwood students are high-performing year after year, making consistently strong scores on the STAAR Assessment in grades 3, 4 and 5.

Student Achievement Strengths

In grades 3, 4, and 5, most Frostwood students are at or above their grade level peers on STAAR when compared to others across the state and the nation. Roughly one half of our students mastered the grade level standards by the end of the year. Less than 2% of our students were unsuccessful.

In grades K-5, on the MAP (Measure of Academic Progress) Assessment, 67% of our students made growth in math and 60% made growth in reading. Both of these areas exceeded the district and state averages.

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
- 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
- Accountability Distinction Designations

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
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

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 72% of Frostwood Elementary students will meet or exceed growth expectations in Math, and 62% in Reading as measured by MAP.







2018-19: Reading - 59% met CGI; Math - 71 % met CGI







2017-18: Reading - 58% met CGI; Math - 70 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the Performance Objective and consider growth based on information collected in the fall of 2020.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>1) Reading. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth.</p> <p>Reader's Workshop will occur on a daily basis. Read aloud with accountable table talk, and shared reading with teacher will occur on a daily basis. Reading will occur by and with the students on a daily basis. (Independent reading, partner reading, conferring and small group reading.)</p> <p>Teachers will receive on-going training and participate in independent study with the newly adopted Units of Study.</p>	2.4, 2.5, 2.6	Team Leaders, Instructional Specialists, Leadership Team	Data Trackers will show continuous student growth. For high performing students, performance will remain high.			
				<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43, 199 PIC 24 - At Risk - 406.67</p>		
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals</p> <p>2) Writing. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth.</p> <p>With the effective use of Writer's Workshop, learners will experience continued writing growth and success. (Modeled Writing by the teacher, Shared and Interactive Writing with the teacher, and Independent Writing by themselves.)</p> <p>Implement the Phonics Units of Study in grades K, 1 and 2 within reading and writing.</p> <p>Teachers will continue to receive support and ongoing staff development on Writer's Workshop during the fall semester before and after school and during PD time on staff development days.</p>	2.4, 2.5, 2.6	Team Leaders, Instructional Specialists, Leadership Team	Data Trackers will show continuous student growth. For high performing students, performance will remain high.			
				<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43, 199 PIC 24 - At Risk - 406.67</p>		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 3) Math.</p> <p>Frostwood teaching staff will implement all of the components of a Balanced Math Program to meet the needs of all students and ensure student growth.</p> <p>With the effective use of Math Workshop, learners will experience concrete, pictorial, abstract, and hands - on learning. The teacher will give clear, correct examples and model, and then gradually release.</p> <p>Students will demonstrate math numeracy and fluency, problem-solving, model drawing, and real world applications.</p> <p>Teachers will continue to receive training via morning staff development opportunities, district and regional offerings, and independent study.</p>	2.4, 2.5, 2.6	Instructional Specialists, Leadership Team	Data Trackers will show continuous student growth. For high performing students, performance will remain high.			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43, 199 PIC 24 - At Risk - 406.66, 289.RES19 - Restart Grant - 5000.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 1: By June 2020, at least 73% of 3-5 graders will respond favorably to the School Belonging and School Climate portions of the Panorama survey.




2018-19: School Climate - 71%; School Belonging - 70%




2017-18: School Climate- 71%; School Belonging -71%







Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective and review fall Panorama data to target specific strategies.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college</p> <p>1) Continue to support extracurricular programs that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status.</p> <p>Examples include but are not limited to: Art After School, Frostwood Fiddlers, Chess Club, Yoga, Urban Harvest, Cooking, Robotics, YMCA, Girl and Boy Scouts, Indian Princess, International Parade and Celebration, Carnival, Auction Activities, Book Fair, Mad Science, Kingdom Kids and SBMSA Sports.</p>	2.5	Program Leaders, Instructional Leadership Team, PTA Liaisons	Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness.			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Connect high school to career and college</p> <p>2) Continue to support extracurricular programs led by Frostwood staff that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status.</p> <p>Examples include but are not limited to: 5th Grade Track, Choir Performances, Recorder Lessons/Concerts, Caroling with the community and MHS, Grade Level Study and Cultural Arts Trips, TAPS and Patrols, Student Council, Auction Activities, FWE Broadcast, Book Clubs, Homework and AM Tutoring, Crochet Club, Debate, Spelling Bee, Art Show, International Spotlight and Multi-cultural Awareness via Morning Announcements, Book Fair Family Night, Walk-Bike-Scoot to School, Robotics, Grade Level Play.</p>	2.5	Program Leaders, Instructional Leadership Team	Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness.			
	<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 3) Continue the implementation of school wide inclusive practices throughout the school day.</p> <p>Morning Announcements to include highlighting, celebrating, and teaching about others. Spotlight programs, students, cultures, special events in Tiger Tales and on social media.</p> <p>Lessons including but not limited to: World Changers, Sister School Work (fundraisers, shared activities, drives), No Place for Hate Lessons and common language, Red Ribbon lessons and pledges, Reading Buddies, KSHACK, Love and Logic Lessons and Language, FWE PAWS for appropriate expectations, DARE.</p> <p>Regularly scheduled in-class TRIBES lessons to assist in creating a caring environment where students and teachers respect individual differences and encourage students become responsible for themselves and others.</p> <p>Book Fair donations to sister school.</p>	2.5, 2.6	Program Leaders, Librarian, Counselor, Leadership Team	Increased feelings of belonging and school pride. Increased awareness of self and of others as evidenced by fewer discipline discussions and referrals.			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.43</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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

Performance Objective 1: By June 2020, at least 81% of Frostwood 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).

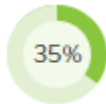


2018-19: 80% performed at post-secondary readiness levels as defined by SBISD Measures of Success




2017-18: 81% 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective and administer MAP assessments in the fall of 2020 to measure growth and target new strategies.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Teachers will analyze, monitor and track data to guide large and small group Reading instruction ensuring student growth and progress.</p> <p>Teachers will meet quarterly to review data and adjust their long and short term Reading plans.</p> <p>Teachers and specialists will focus on and implement (and/or support) the components of Reader's Workshop. Independent reading, partner reading, conferring, & small groups.</p> <p>Parents will partner with the staff to support student growth via home-to-school learning opportunities such as: reading to and with their child daily regular use of technology such as EPIC, ITS Learning, class blogs, .</p> <p>Continued parent-teacher literacy training opportunities.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Classroom Teachers, Team Leaders, Instructional Leadership Team, Specialists	Frostwood students will grow one to one and half year's worth in reading within this academic year as evidenced on OS, DRA, MAP, running records, and/or district benchmark data.			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.44, 199 PIC 99 - Undistributed - 16190.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>2) Daily Writing instruction will continue via Writer's Workshop to ensure student success at every level of writing across the grade levels.</p> <p>Workshop will include short, focused and direct mini-lessons re: the writing process, the qualities of good writing, and editing and revising skills. CCP lessons and structure where appropriate.</p> <p>Sustained Writing re: choice writing to include drafting, planning, rereading, revising, proofreading, and talking with other writers about their work.</p> <p>Conferring with teacher one-on-one or in small groups.</p> <p>Share Time and/or Publishing opportunities.</p> <p>The teaching staff will continue strengthen Writing expertise with staff development time, book studies and training opportunities via Region 4, Harris County, SBISD, etc.</p> <p>Writing samples will be saved, shared, and graded using common rubrics to track student growth.</p>	2.4, 2.5, 2.6	Classroom Teachers, Team Leaders, Instructional Leadership Team	Teacher effectiveness and confidence will continue to grow. Student skill and confidence will increase. Students will produce rich writing.			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3385.44</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) Teachers will analyze, monitor and track data to guide large and small group Math instruction ensuring student growth and progress.</p> <p>Teachers will meet quarterly to review data and adjust their long and short term Math plans.</p> <p>Staff will be trained (or re-trained) on the components of Math Workshop and Model Drawing.</p> <p>The teaching staff will continue strengthen Math expertise with vertical and horizontal PLCs, in-house coaching opportunities, and hands-on learning.</p> <p>Parents will partner with the staff to support student growth via home-to-school learning opportunities across the grade levels: regular use of technology such as Dream Box, ITS Learning, MAP Skills Navigator and daily math fact practice.</p> <p>Continued parent-teacher math training opportunities.</p>	2.4, 2.5, 2.6	Classroom Teachers, Math Specialists, Instructional Leadership Team	Sustained success on common assessments, benchmarks, MAP, and STAAR (practice and live). Increased mastery levels on STAAR.			
				Funding Sources: 199 PIC 11 - Instructional Services - 3385.44		
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>4) Continue to ensure that 100% of Frostwood classroom teachers are GT (Gifted and Talented) certified.</p> <p>Multiple opportunities for rigorous, higher level Blooms questioning, and differentiated student learning experiences will be planned for, executed, and tracked.</p>	2.4, 2.5, 2.6	Classroom Teachers, Team Leaders, Counselor	Well-planned lessons, high student engagement and participation. Increased student satisfaction. Higher levels of post-secondary readiness and preparedness on district benchmark assessments, DRA, MAP, and STAAR.			
				Funding Sources: 199 PIC 11 - Instructional Services - 3385.44		
= Accomplished = 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, Frostwood Elementary 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 57%; non-Economically Disadvantaged 83%

2017-18: Economically Disadvantaged 50%; non-Economically Disadvantaged 84%

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue Performance Objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) General Education Teachers will differentiate instruction for learners performing below level in an effort to accelerate learning. This includes but is not limited to: increased linguistic support, simplified and/or clarified vocabulary, hands-on learning, peer tutoring, re-teach and re-test opportunities, and scaffolded learning.</p> <p>ELL learners with no to very limited English will receive additional support (push in and/or pull out) from our support staff with a high emphasis on language development and confidence building.</p> <p>Specialists will augment instruction (push in or pull out) for those students with foundational gaps in reading and math. The students performing significantly below grade level will be identified and closely monitored.</p> <p>Support Specialists will meet quarterly to monitor progress, discuss student need, and brainstorm effective strategies for students and staff.</p>	2.4, 2.5, 2.6	Classroom Teachers, Support Specialists, Leadership Team	<p>Students performing below level will make accelerated progress.</p> <p>ELL learners will increase English Language acquisition.</p> <p>Teachers will feel increased support for struggling learners.</p>			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 2780.00, 199 PIC 23 - Special Education - 460.00, 199 PIC 11 - Instructional Services - 3385.49</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 1: FWE will meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to meet all compliance timelines and reporting requirements.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reading. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth. Reader's Workshop will occur on a daily basis. Read aloud with accountable table talk, and shared reading with teacher will occur on a daily basis. Reading will occur by and with the students on a daily basis. (Independent reading, partner reading, conferring and small group reading.) Teachers will receive on-going training and participate in independent study with the newly adopted Units of Study.
1	1	2	Writing. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth. With the effective use of Writer's Workshop, learners will experience continued writing growth and success. (Modeled Writing by the teacher, Shared and Interactive Writing with the teacher, and Independent Writing by themselves.) Implement the Phonics Units of Study in grades K, 1 and 2 within reading and writing. Teachers will continue to receive support and ongoing staff development on Writer's Workshop during the fall semester before and after school and during PD time on staff development days.
2	1	2	Continue to support extracurricular programs led by Frostwood staff that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status. Examples include but are not limited to: 5th Grade Track, Choir Performances, Recorder Lessons/Concerts, Caroling with the community and MHS, Grade Level Study and Cultural Arts Trips, TAPS and Patrols, Student Council, Auction Activities, FWE Broadcast, Book Clubs, Homework and AM Tutoring, Crochet Club, Debate, Spelling Bee, Art Show, International Spotlight and Multi-cultural Awareness via Morning Announcements, Book Fair Family Night, Walk-Bike-Scoot to School, Robotics, Grade Level Play.
2	1	3	Continue the implementation of school wide inclusive practices throughout the school day. Morning Announcements to include highlighting, celebrating, and teaching about others. Spotlight programs, students, cultures, special events in Tiger Tales and on social media. Lessons including but not limited to: World Changers, Sister School Work (fundraisers, shared activities, drives), No Place for Hate Lessons and common language, Red Ribbon lessons and pledges, Reading Buddies, KSHACK, Love and Logic Lessons and Language, FWE PAWS for appropriate expectations, DARE. Regularly scheduled in-class TRIBES lessons to assist in creating a caring environment where students and teachers respect individual differences and encourage students become responsible for themselves and others. Book Fair donations to sister school.

Goal	Objective	Strategy	Description
3	1	2	Daily Writing instruction will continue via Writer's Workshop to ensure student success at every level of writing across the grade levels. Workshop will include short, focused and direct mini-lessons re: the writing process, the qualities of good writing, and editing and revising skills. CCP lessons and structure where appropriate. Sustained Writing re: choice writing to include drafting, planning, rereading, revising, proofreading, and talking with other writers about their work. Conferring with teacher one-on-one or in small groups. Share Time and/or Publishing opportunities. The teaching staff will continue strengthen Writing expertise with staff development time, book studies and training opportunities via Region 4, Harris County, SBISD, etc. Writing samples will be saved, shared, and graded using common rubrics to track student growth.
3	1	3	Teachers will analyze, monitor and track data to guide large and small group Math instruction ensuring student growth and progress. Teachers will meet quarterly to review data and adjust their long and short term Math plans. Staff will be trained (or re-trained) on the components of Math Workshop and Model Drawing. The teaching staff will continue strengthen Math expertise with vertical and horizontal PLCs, in-house coaching opportunities, and hands-on learning. Parents will partner with the staff to support student growth via home-to-school learning opportunities across the grade levels: regular use of technology such as Dream Box, ITS Learning, MAP Skills Navigator and daily math fact practice. Continued parent-teacher math training opportunities.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom materials, supplies, grammar and phonics program. Substitutes for staff development.		\$3,385.43
1	1	2	Classroom materials and supplies. Substitutes for Staff Development.		\$3,385.43
1	1	3	Classroom materials and supplies. Substitutes for Staff Development.		\$3,385.43
2	1	1	Supplies, Registration fees.		\$3,385.43
2	1	2	Supplies, Registration fees.		\$3,385.43
2	1	3	Supplies, Registration fees.		\$3,385.43
3	1	1	Technology, reading materials, grammar and phonics materials		\$3,385.44
3	1	2	Reading and Writing material and mentor texts, staff development, grammar and phonics materials		\$3,385.44
3	1	3	Technology, Math Materials and Manipulatives		\$3,385.44
3	1	4	Technology, Reading Materials		\$3,385.44
4	1	1	Material and supplies		\$3,385.49
Sub-Total					\$37,239.83
Budgeted Fund Source Amount					\$37,239.83
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Materials and supplies		\$460.00
Sub-Total					\$460.00
Budgeted Fund Source Amount					\$460.00
+/- Difference					\$0

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom materials, supplies, leveled readers. Substitutes for staff development.		\$406.67
1	1	2	Classroom materials and supplies. Substitutes for Staff Development.		\$406.67
1	1	3	Classroom materials and supplies. Substitutes for Staff Development		\$406.66
Sub-Total					\$1,220.00
Budgeted Fund Source Amount					\$1,220.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Bilingual materials and supplies		\$2,780.00
Sub-Total					\$2,780.00
Budgeted Fund Source Amount					\$2,780.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Resources needed for Language Arts and Math Instruction		\$16,190.00
Sub-Total					\$16,190.00
Budgeted Fund Source Amount					\$16,190.00
+/- Difference					\$0
485 - Donations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$302,900.92
+/- Difference					\$302,900.92

289.RES19 - Restart Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Small Group Teaching and Reteaching		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0
Grand Total					\$62,889.83