Spring Branch Independent School District

Spring Forest Middle School

2019-2020 Campus Improvement Plan

Distinction Designations:
Academic Achievement in Social Studies
Postsecondary Readiness

Public Presentation Date: September 26, 2019

Mission Statement

At the heart of SBISD's mission is a core set of shared values that serve to ground and enliven our **collective identity** and **strengthen our commitment** to our mission as educational leaders. The foundation of success, for our students and our school system, is rooted in our core values and these values define the *Spring Branch Way.* Our mission is to provide an inclusive and positive learning environment designed to promote academic, social, and emotional development by cultivating creative and analytical minds that builds the whole of every child to become successful and global citizens.

Vision

To ensure that Every Child learns at high levels of learning that will prepare him or her for life beyond middle school and high school.

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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Demographics

Demographics Summary

We had a total of 916 students last year with 48.25% female and 51.75% male.

Student race percentages are as follows: Hispanic-Latino - 42.90%, Asian - 4.80%, Black - African American - 14.74%, Native Hawaiian - Pacific Islander - .11%, White - 34.72% and Two-or-More - 2.73%.

Our students that are At Risk is 52.40%, Economically Disadvantaged is 50.33%, LEP is 14.41%and Section 504 is 9.93%. Bilingual students make up 9.50%, ESL is 12.12%, CTE is 32.31%, Free Lunch is 46.40%, Reduced Lunch is 3.93%, GT is 11.35%, SPED is 7.97%, Dyslexia is 6.88% and 100% of our student population particpated was Title I.

Demographics Strengths

Our demographic strengths are our diversity within ethnicity and races, which allows for our students to learn more about other cultures and to better understand the world that they live in. Within the dyslexia realm, we celebrate that only 6.88% of our students are still receiving services and that this number is down from those who have been successful and no longer need the support and are successful on their own with the strategies they've learned over time.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The fact that our At Risk and Economically Disadvantaged percentages are so close (52.40% and 50.33%). **Root Cause**: Our economically disadvantaged students are not rising above being at risk through successes at school.

Student Academic Achievement

Student Academic Achievement Summary

Spring Forest Middle School students met acceptable standards in every tested area last school year. Our students showed growth on two tests, MAP and STAAR. 80% of all students tested in all subjects were at the Approaches Grade Level Standard or Above. 7th grade reading remained at the Master's Level in the first quartile for 2019. Post secondary readiness rose to the first quartile in all levels and earned a distinction. 8th grade social studies' masters' level was at 30%, earning a distinction.

Student success status category for African American, Asian, 2 or more races and EL did not meet expectations.

Student Academic Achievement Strengths

Post secondary readiness and U.S. History received distinction designations based on their high achieving marks on the STAAR exam. 6th and 7th grade mathmatics performance at the Master's Level was in the first quartile. 7th grade reading and math earned first quartile marks. 8th grade reading and social studies earned first quartile marks. 54 students in Alegbra I were able to exempt the Algebra EOC test based on high PSAT scores in the fall administration.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: African American and Asian populations are not meeting expectations in Language Arts and Student Success Targets. **Root Cause**: Students are not reading at or above grade level.

School Processes & Programs

School Processes & Programs Summary

Campus curriculum is aligned with district curriculum and state TEKS in each content area. SFMS uses standardized assessment data to measure the impact of curriculum. Teachers meet during PLC time to collaboratively design lessons and assessments and plan for targeting each student where they are. Lesson plans are checked by department chairs. SFMS uses local, state and national designed assessments to measure student performance. Based on these assessments we need to assist African American and Asian students achieve the academic achievement and growth targets. We are in our 2nd year of the MIZ math grant that has shown growth in all areas in math. This year, the PLC's are focusing on unpacking the standards, insuring that all students will achieve at their highest levels and that students and teachers understand the proficiency level in each core curriculum.

Family Engagement for Spring Forest Middle School Summary

Spring Forest Middle School uses the Spring Branch ISD Family E3 framework to guide the work with our campus, classrooms, parents and community. We believe families and schools are equal partners in student success and each plays a role as a champion for every SFMS child. Family Education, Engagement and Empowerment (Family E3) emphasizes families as partners in supporting the academic and social-emotional growth and development of every child. All families have the capacity to support their child's learning and Family E3 supports and strengthens that capacity. We work to do the following:

- Educate: Share knowledge, skills and resources to equip families to support the development of the whole child.
- Engage: Foster intentional collaborations between our school, families and our community for every child.
- Empower: Equip, encourage and expect families to advocate for the success of their children, our school and the school district.

We believe in the power of families as learners, partners and advocates. Everyone has a role in Family E3.

School Processes & Programs Strengths

All students in all subjects grew from 78% to 80% in 2019. Math grew in all student groups in academic achievement.

The strength of our Family Engagement at Spring Forest begins with our supportive school leadership.

While it takes time to make family and community engagement a practice rather than a program, our supportive leadership is encouraging and empowers the Family E3 team in all the work that we do. Spring Forest has staff along with several organizations, groups and community organizations that support our staff, families and students. Our principal sends a weekly letter to our families that provides not just the calendar of events, but what is really happening on campus. We have focus groups and advisory meetings with our families to get their feedback, opinions and ideas on how to improve.

SFMS has invested in and hired a parent liaison. Currently she is the only full-time parent liaison in the school district. SFMS has also invested in a full time social-emotional learning teacher/coach that takes academic learning to another level by helping teachers to develop resiliency and grit in their students.

CIS (Communities is Schools) and PTA are valuable assets to our school. Many strong relationships with families have been developed by the work that CIS and PTA do.

Another strength is the community and the surrounding businesses, organizations and churches. Many organizations help to support our school through donations and volunteers in many different capacities. Next door to SFMS is a community center and the organization called Family Point Resources. Many children walk to FPR for afterschool snacks, homework help and activities. They also help the community by collaborating with our families for volunteer work and afterschool and summer camps. Local churches offer volunteers to help families learn English and other important skills.

We have great strength in the diversity of our students. We are the most diverse school in our school district. We consider this an asset as it helps our students see and participate in cultures that help them to be better global citizens.

Lastly, we have a Parent/Family Center located within our school. Here we translate materials that go home to parents who speak Spanish and Arabic. Parent and family workshops, meetings and events are held in the parent center. Most of our family events are translated into Spanish and Arabic.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in African American, Asian, Two or More and EL sub populations did not meet expectations in the student success category. **Root Cause**: Students are not reading on grade level.

Problem Statement 2: SFMS is moving in a great direction, but we are not without challenges. The first challenge is making Family Engagement a systemic practice and helping families, staff and community recognize that everyone has a role to play for every student to be successful. Building relationships can be challenging because of language barriers, cultural differences and basic knowledge of how to engage. Technology, or the lack of, makes it difficult to communicate with many of our families. International families communicate on platforms that our district blocks, making it difficult to "meet them where they are." Translation is a priority here on campus, but we are not able to translate all our documents into all our families' languages. It's challenging for staff to have time to build the necessary relationships due to their heavy work schedules and other important responsibilities. Family Engagement professional development has been lacking, but is a priority for our campus this year. Improving our family events so they are more effectively linked learning is a goal. Events like Back to School Night often lend themselves to be one-way communication. We could work on taking these opportunities to build strong relationships as well as share important academic information. **Root Cause**: Language barriers, time for teachers and families

Perceptions

Perceptions Summary

Spring Forest is trending in the right direction in regards to improving school culture and school climate. A majority of our parents and families responded favorably towards our culture and climate in the last Panorama survey. However, students have expressed concern in how they identify with School Belonging as only 44% percent of the students responded favorable in this category. 48% of the student body felt that the school climate was appropriate or warming. Unfortunately, only 49% of our students felt that they have a strong social connecting with at least one adult on our campus. We grew in all areas of the panorama survey except for the strong social connection school/teacher student relations.

Perceptions Strengths

We continue to increase induction into our National Junior Honor Society in the spring. Our student council participation is on the rise and we have topped 970 students this school year. Students and families are speaking favorably of the learning and social experience at Spring Forest Middle School and that has drawn more families to be a part of the Bobcat family. In August, the faculty participated in professional development to strengthen the connection between all students and the staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase the students' feeling of belonging and their relationships between students and teachers. **Root Cause**: Students' perception of their belonging at SFMS.

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.
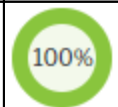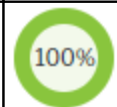
Performance Objective 1: By June 2020, at least 51% of Spring Forest students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Reading MAP, and at least 52% of Spring Forest students will meet or exceed growth expectations (i.e. CGI greater than or equal to 0) in Math MAP.

2018-19: Reading -46% met CGI; Math - 47% met CGI
2017-18: Reading - 47% met CGI; Math - 56% met CGI

      Evaluation Data Source(s) 1: EOY MAP Data
      Talk Read, Talk Write
      All in Learning

      Summative Evaluation 1: Some progress made toward meeting Performance Objective

      Next Year's Recommendation 1: Provide additional reading interventionist and strategies at the beginning of the school year for more students than just the targeted struggling readers. Our data shows there is a tremendous reading deficiency amongst a greater percentage of our students than we originally anticipated.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 1) Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Produce quantitative data that causes students to reflect on their work. Teachers develop lesson and activities that promote student ownership in increasing their academic performance in all targeted areas.	20%	100%	100%
Funding Sources: 211 - Title I, Part A - 60042.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 2) Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Raise the level of academic success for all students across their specific academic trajectory.	30%	100%	100%
	Funding Sources: 211 - Title I, Part A - 12251.00					

	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 50% of Spring Forest Middle School students will respond favorably on School Belonging within the Panorama survey and we will increase our School Connectedness by at least 5 percentage points.

Survey Results:
Spring 2019-44%
Spring 2018-44%

Evaluation Data Source(s) 1: Panorama Survey
Number of students engaged in extra-curricular activities

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Based on our Fall Panorama Survey results, we are right on target with this goal. If this trend holds during the winter administration then we may adjust the target higher for the spring so that we don't become complacent in our goal setting.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Build advisory lessons that define what school belonging is and reach out for student feedback that identifies areas they feel we need to address as a campus. Providing rewarding opportunities for staff to increase their attendance during student lead activities to help promote the teacher-student relationship.	3.1, 3.2	Opportunity Culture - Social and Emotional Teacher Teachers and all staff	Increase the number of students who feel they are connected to at least one adult on campus. Build a school climate and environment that encourages student participation and buy in and diminishes the opportunities for students to feel excluded.	55%	100%	100%
Funding Sources: 211 - Title I, Part A - 4960.00						
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 65% of Spring Forest Middle School students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level). Student reading levels will increase amongst each grade level compared to the 2019-2020 school year.

2018-19: 54% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 42% 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: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 1: The results of this goal are not in yet so we may have a better checkpoint by January

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 1) Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	Reached the targeted areas and go above and beyond the expected outcome. This will encourage teachers to utilize data more effectively once teachers and students receive the expected results.	10%	65%	65%
	Funding Sources: 211 - Title I, Part A - 19202.00					
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, Spring Forest Middle School will close improve the percentage of students meeting meets or masters in African-American and Asian demographics by 7 % points.
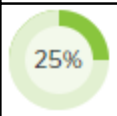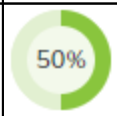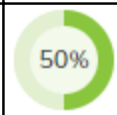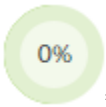
2018-19: African Americans 29%; non-African Americans 58%; Asians 75%; non-Asians 53%
2017-18: African Americans 17%; non-African Americans 48%; Asians 25%; non-Asians 42%

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Try to have better available training for teachers to identify and track these sub-populations of students before school begins so that we can monitor progress from day one. We are still learning how to track these students growth better but some progress is being made towards both goals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 1) Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal.	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Professional Development Teachers, and Teachers	The groups of students listed in these targeted areas will move up a level after successfully completing their personal academic plan.	25%	50%	50%
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 4930.00, 211 - Title I, Part A - 103644.00						
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 2: In order to achieve T-2-4, Spring Forest Middle School will increase the number o f students exiting the ESL program by 20%. This includes an increase in all areas of writing, listening, speaking, and reading.

2018-2019- 2% of EL students exited the ESL program
2017-2018-14% of EL students exited the ESL program

> **Evaluation Data Source(s) 2:** Reading Intervention class designed to help students obtain the goal of meeting exit criteria from the ESL program.
> Teaching strategies that include Talk Read, Talk Write; Interactive Word Walls, which will all lead to increased levels of engagement and learning where student mastery is not only learned but is demonstrated daily.
> Teachers will provide opportunities for ELs to develop language fluency rigor and stamina via interaction with increasingly complex English texts.
> Teachers will provide mentoring support to ELs such as opportunities to engage in on-level listening, speaking, reading and writing opportunities including and beyond classroom required assignments.
> Campus will develop a plan to address the needs of long-term ELs on an ongoing basis so that increasing numbers/percents of students will exit the program in a timeframe within the state recommended window.

> **Summative Evaluation 2:** Some progress made toward meeting Performance Objective

> **Next Year's Recommendation 2:** Insure data from the spring is accurate and ready to use for planning during the summer. We also will need to rethink how we are addressing the needs of our EL students and may need to include additional staff and resources to help them meet all four areas of TELPAS instead of the three areas they are use to meeting.

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

Performance Objective 3: By June 2020, we will increase growth status on STAAR Reading by 7 points in all categories.

2018-2019-
All student-64%
African American 59%
Hispanic-62%
White-65%
Asian-77%
Econ Dis-63
EL-62%

Cont. Enrolled-64%
Non Cont. Enrolled-66%

Targets missed:
All Students, African American, Hispanic, White, Asian, Eco. Dis., EL, Cont. Enrolled, Non-Cont. Enrolled

2017-2018:
All student-68%
African American 66%
Hispanic-68%
White-69%
Asian-71%
Econ Dis-65%
EL-69%
Cont. Enrolled-68%
Non Cont. Enrolled-68%

Targets Missed:
Asian, 2 or More Races

Evaluation Data Source(s) 3: STAAR Test
Talk Read, Talk Write
All in Learning
Practice STAAR

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Utilize more reading interventions across the campus in every content area. We also discussed developing reading clubs for different levels of readers and bringing in reading mentors to help facilitate reading labs. If more reading labs are needed throughout the day then we may have a zero hour before or after school so that students can take P.E. then without sacrificing one of their electives.

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: All strategies will be implemented.

Summative Evaluation 1:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Intervention class teachers will support teachers in PLCs, provide intervention support to students, provide training in using MAP data effectively.
1	1	2	Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.
3	1	1	Provide additional training to core teachers on how to effectively utilize MAP data. SFMS teachers will implement pre and post-assessments and data trackers during each unit of study. Provide PLC support to ensure staff are implementing strategies with fidelity based on student data that drives their instructional practices.
4	1	1	Teachers will evaluate their learning continuum reports from MAP data in order to create small groups to close gaps for students who are below grade level. Identify 3 separate groups of students who are poised to enter the next higher category, Approaches, Meets, and Masters, and tailor instructional practices throughout the year to achieve this goal.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Raymorris Barnes	Principal
District-level Professional	Mike Stokebrand	District Rep
Community Representative	Jeanine Piskurich	Com. Rep
Classroom Teacher	Katherine Dierschke	teacher
Classroom Teacher	Faralyn Rasberry	teacher
Classroom Teacher	Angelo Simon	Teacher
Classroom Teacher	Rebecca Mustachio	teacher
Parent	Laura Gunkle	parent
Parent	Pamela Ferworn	parent
Parent	Kristin Anthony	parent
Classroom Teacher	Patricia Suess	teacher
Classroom Teacher	April Tavilson	teacher
Parent	Debbie Green	parent

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$43,865.00
				+/- Difference	$43,865.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$780.00
				+/- Difference	$780.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,325.00
				+/- Difference	$3,325.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Professional development strategies that teach equity and how to teach students from low socio-economic households.		$4,930.00
				Sub-Total	$4,930.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
			Budgeted Fund Source Amount		$12,000.00
			+/- Difference		$7,070.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
			Sub-Total		$0.00
			Budgeted Fund Source Amount		$34,705.00
			+/- Difference		$34,705.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Support Personnel	211.11.6129	$29,976.00
1	1	1	Employee Travel	6411	$3,000.00
1	1	1	Region ESC Services	6239	$1,500.00
1	1	1	Support Personnel	211.61.6129	$25,566.00
1	1	2	Professional Development Pull Out Days to analyze data, substitutes	6112	$12,251.00
2	1	1	Fieldtrips	6494, 6412	$1,000.00
2	1	1	Texian Time Machine Program	6299	$3,960.00
3	1	1	Additional technology upgrades	6398	$11,122.00
3	1	1	Supplies	6399	$1,880.00
3	1	1	Misc. Operating Expenses	6499	$200.00
3	1	1	Additional licenses for software	6397	$6,000.00
4	1	1	Professional Salary	6119	$83,644.00
4	1	1	Supplies	6399	$10,000.00
4	1	1	Magazines & Periodicals	6325	$6,000.00
4	1	1	Books, other reading materials	6329	$1,000.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Graphing calculators	6398	$3,000.00
				Sub-Total	$200,099.00
				Budgeted Fund Source Amount	$226,350.00
				+/- Difference	$26,251.00
				Grand Total	$205,029.00