

Spring Branch Independent School District

Sherwood Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

SWE will pursue high levels of learning for all.

Vision

As a school community, we hope to develop students who are:

Lifelong Learners

Adaptive and Productive

Global Citizens

Academically Prepared

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

Revised/Approved: May 20, 2019

Demographics

Demographics Summary

SWE has approximately 451 students in three programs: two-way dual language, mainstream/ESL and one-way dual language. Approximately 61% of our students receive free and reduced lunch services. 65% of SWE students are considered Economically Disadvantaged. 47% of Sherwood students are ELs. We have students enrolled from all across the district at SWE. PEIMS snapshot data is below.

Subgroups	Number out of 451	Percentage
African American	40	8.87
Hispanic	296	65.63
White	90	19.96
Asian	14	3.10
Multi-Race	10	2.22
ESL	26	5.76
At-Risk	285	63.19
GT	24	5.32
SpEd	33	7.32
EE	None	N/A
FRL (free/reduced lunch)	273	60.53

Demographics Strengths

SWE is a culturally diverse campus with varying student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students zoned to Sherwood, their neighborhood school, do not choose to attend public school. **Root Cause:** The community is not connected to the school.

Student Achievement

Student Achievement Summary

2019 Sherwood Elementary Data

Grades 3-5 STAAR Testing

	Approaches	Meets	Masters
Reading Total	72%	40%	24%
Math Total	62%	34%	15%
Writing Total	63%	35%	8%
Science Total	70%	36%	11%

Grades K-5 MAP Results

Grade Level	Reading Met CGI	2018-2019 Comparison	Math Met CGI	2018-2019 Comparison	SBISD Average Reading	SBISD Average Math
Kindergarten	54%	+12	67%	+17%		
1st Grade	46%	-12%	55%	-4%		
2nd Grade	64%	+13%	47%	+6%		
3rd Grade	45%	+4%	56%	0%		
4th Grade	53%	+17%	26%	-20%		
5th Grade	44%	+3%	68%	+13%		
Total	51%	+6%	54%	+3%	53%	60%

*CGI-Conditional Growth Index

Student Achievement Strengths

Strengths in the area of data include:

- STAAR reading and science totals, 72% and 70% respectively. Reading meets was 40% and masters was 24%.
- For MAP Reading, all grade levels, except 1st grade made gains. Total for the overall school gained 6%.
- For MAP Math, kindergarten, 2nd grade, and 5th grade made gains comparatively from Spring 2018. Total for the overall school gained 3%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math is an area for concern due to STAAR total being 62% of students meeting the approaches level. In addition, 3 of 5 grade levels went down in meeting the CGI in the area of math on MAP. Sherwood was 6% below the district average. **Root Cause:** A major focus at SWE has been reading and small group instruction. A large amount of funds were dedicated to support this area, since it was a focus area. While reading is extremely critical to the success of a student, the area of math did not get as much attention with regards to teacher training/PD/PLCs and intervention time for students.

Problem Statement 2: Writing is an area for growth due to STAAR writing total being 63%. Students who reached the Masters level were the lowest in writing at 8% out of all STAAR tests given. **Root Cause:** The root cause is a lack of focus on writing across the content areas. Professional development is needed, and all teachers need to view their positions as reading teachers and writing teachers, regardless of the content being taught.

School Culture and Climate

School Culture and Climate Summary

2019 Panorama Survey Results: School Connectedness

	2018	2019	+/-	SBISD Avg
Response Rate	94%	95%	+1%	79%
School Belonging	66%	68%	+2%	58%
School Climate	64%	63%	-1%	62%
School Rigorous Expectations	78%	76%	+2%	73%
School Safety	58%	67%	+9%	64%
School Teacher-Student Relationships	73%	79%	+6%	65%
Measure of Success	68%	71%	+3%	65%

School Culture and Climate Strengths

With regards to Panorama Results:

- 4 of 5 areas of measurement gained percentage points compared to Spring 2018.
- Sherwood was consistently above the district average in all areas measured.
- School safety gained 9% above all other areas of school connectedness.
- School teacher-student relationships gained 6% and was the second highest scored area.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: An area for targeted growth would be school climate. This is the only area that saw a decrease in results from the previous year.

Root Cause: Sherwood had a lot of transition and change during the 2018-2019 school year. The established principal left, an interim held the position for 3 months, and finally a new principal was hired in March. All of these changes have had an effect on the school climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We lost 5 teachers this year for the following reasons:

1. Four left due to drive-time, family obligations. Wanted to move closer to home.
2. One left to be a stay-at-home mom with her new baby.

Staff Quality, Recruitment, and Retention Strengths

Our hiring process allows us to meet several candidates, and select among the best to hire. Most of our staff is involved in the process and all are invited. We attend the SBISD Meet & Greet events. This builds comradery for the staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff morale has gone down due to the lack of consistent leadership. **Root Cause:** Changes in leadership could be a factor. There have been many changes, and staff aren't sure what to expect with new leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year, we worked to use proficiency scales, content on ItsLearning and the PLC process to design instructional units. We saw a lot of progress with teachers understanding of their standards and teams working together to plan content. This allowed for stronger differentiation and stronger alignment to TEKS. Our intervention programs were effective as data and teacher feedback showed. Opportunity Culture allows us to have MCLs for specific grade levels in order to support teachers with instruction.

Curriculum, Instruction, and Assessment Strengths

SWE staff are beginning to understand how to use data to inform their instruction using the DataWise process. There is emerging knowledge on personalized learning, which will continue to grow the more staff are able to see connections across the content areas. MCLs support specific grade levels with understanding the content of the TEKS and how to plan for teaching them. PLCs are being implemented at Sherwood.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Assessment scores on PSAs were low. Math STAAR scores were low in third and fourth grade. **Root Cause:** There has been much work at SWE on curriculum, and understanding TEKS to build interdisciplinary units. This is a strength. Assessments given by the district didn't always align with what was taught in the classroom.

Parent and Community Engagement

Parent and Community Engagement Summary

We have an active, supportive PTA. We would like to see even more activity in the PTA. We have had initiatives for increasing parent involvement at SWE: WatchDOGS, Hands on Science, and carnival. Opportunities to get involved at school as a volunteer have been made available. Parents have indicated a need for more training on parenting and on how to support their children instructionally.

Parent and Community Engagement Strengths

Strengths include a strong PTA. In conversations with parents, they feel that the school is a safe place for their children, and that it has a warm, small, family-like feel. Parents are interested in participating and engaging more.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents want more communication from teachers and the school in a timely manner. **Root Cause:** There has been a lack of organization when planning parent involvement activities. Parents feel they need more advance notice for events, as well as, timely information from the school and PTA.

Problem Statement 2: According to surveys and focus groups, parents see a need for more communication from teachers regarding their children's progress and how to assist their children at home with instruction. **Root Cause:** There is not an established means of communication which is documented and in which teachers are held accountable.

School Context and Organization

School Context and Organization Summary

We are an Opportunity Culture school and have 3 MCLs who support specific grade levels (PK-1, 2-3, and 4-5). They lead their grade level PLCs and worked with teams to conduct their planning and intervention.

School Context and Organization Strengths

The multi-classroom leader position has been greatly beneficial and supportive for teachers. The established intervention time, in which the MCLs have used data to plan for small group instruction has been helpful and increased achievement.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The MCL role is not clear, consistent, and transparent. According to Panorama results, teachers feel that the schedules are inconsistent. **Root Cause:** This is due to a lack of a regular planned and accounted for schedule.

Technology

Technology Summary

A great amount of funds were spent to replace aging equipment at SWE. This included ChromeBooks and iPads in the classrooms. Over the next year, SWE will participate in the Math Innovation Zone TEA Grant. This will enable us to be a 1:1 campus.

Technology Strengths

There is a large amount of technology and software for students and teachers to utilize. The Campus Technology Representative conducts trainings to assist teachers, parents, and students with the use of different programs on the campus. A makers space for technology has been created in the building to support students in creating projects through project-based learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is an abundance of technology on the campus. The question is whether teachers are using what's available to them on a regular basis. **Root Cause:** This may be due to a lack of participation in the CTR presentations or a misunderstanding of what possibilities could be available.

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- TTESS data
- T-PESS data

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- 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 60% of SWE students will meet or exceed growth expectations on reading and math MAP.

2018-19: Reading - 51% met CGI; Math - 54% met CGI

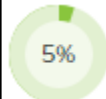


2017-18: Reading - 45% met CGI; Math - 51% met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue with AIM time next year. Continue to send teachers to balanced literacy and language arts training next year. Teachers received the writing training, and will attend reading institute this summer. PLCs have been fully implemented and will continue 20-21. Math workshop will continue to be a focus next year. Book bags were fully implemented and will continue to be used for home reading next year. MCLs will continue to support, but the support model will look a little bit different next year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Students in grades 1-5 will participate in targeted intervention small groups for at least 30 minutes per day in order to close achievement gaps in reading, and math.</p>	2.4, 2.5, 2.6	Teachers Administrators MCLs	Campus-based assessments Report Cards District PSAs STAAR Reading levels MAP Rdg & Math			
Funding Sources: 211 - Title I, Part A - 26164.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) All Language Arts teachers will receive training on the components of balanced literacy through professional learning communities (PLC).</p>	2.4, 2.5, 2.6	MCLs Administrators Literacy Specialist	Reading Levels MAP Campus-based Reading Assessments District Reading PSAs TELPAS			
Funding Sources: 211 - Title I, Part A - 15000.00						
<p>Targeted Support Strategy 3) Multi-Classroom Leaders will support teachers with instructional strategies to ensure students are reading on grade level or above.</p>	2.4, 2.5, 2.6	MCLs Administrators	Reading Levels MAP Report Cards Campus/District Assessments STAAR T-TESS			
Funding Sources: 211 - Title I, Part A - 1000.00						
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math 4) Students will receive book bags for school and home use in order to promote reading practice at their specified reading levels.</p>	2.4, 2.5, 2.6	Classroom Teachers MCLs Administrators	Reading Levels MAP Report Cards Campus/District Assessments STAAR Rdg T-TESS			
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) PK-5 teachers will receive training on how to implement the math workshop model in order to personalize learning for students. ST Math will be used as a resource for technology.</p>	2.4, 2.5, 2.6	MCLs Administrators Academic Dept.	STAAR Math District Math PSAs			
= Accomplished = 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, SWE students in Grades 3-5 will show a 25% increase on the overall School Connectedness Measures of Success on the Panorama Survey results.




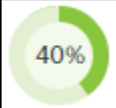


2018-19: 71% School Connectedness


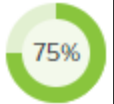







2017-18: 68% School Connectedness

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Project Class should continue next year, along with community circles. The action-based learning lab will continue next year with the ABL teacher. Parents will continue to be invited to participate as partners in their children's education through parent involvement activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Continuing as a redesign school 19-20, teachers will implement community circles in the classroom in order to help foster positive relationships with students.</p>	2.4, 2.5, 2.6	Teachers MCLs Administrators Counselor CIS	Panorama Survey Results Discipline Referral Counts			
<p>TEA Priorities Recruit, support, retain teachers and principals 2) All school staff will receive training on Project Class social skills strategies to implement with students in the classroom. This will be part of our Positive Behavior Support Initiative.</p>	2.4, 2.5, 2.6	Teachers MCLs Administrators Counselor CIS Dean of Student Support	Panorama Survey Results Reduction of Discipline Referrals			
Funding Sources: 199 PIC 11 - Instructional Services - 2000.00, 211 - Title I, Part A - 960.00						

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 3) Continuing as a Redesign school, students will participate in movement activities in the Action-Based Learning Lab in order to increase the amount of focus time and attention on activities in the classroom and to further develop reading and math skills in the classroom.	2.4, 2.5, 2.6	ABL Lab Teacher Administrators Teachers	Panarama Survey Results Reduction of Discipline Referrals			
	Funding Sources: 211 - Title I, Part A - 35964.00, 199 PIC 11 - Instructional Services - 4420.00					
4) Parent and community involvement: Information sessions will be provided for parents focused on how to support their children in the area of social-emotional development. School events may include: Principal coffee, parent learning sessions, academic nights, library nights, open house, meet the teacher and parent involvement events. Teachers will create and send home weekly newsletters to parents informing them of school content being taught and how to support their child. This will strengthen the school-home connection. Parent involvement events will require materials and supplies.	3.1, 3.2	Adminstrators PTA ILT Teachers	Panarama Survey Results			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 25 - ESL/Bilingual - 4280.00					
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: By June 2020, 50% of SWE K-5 students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math) and/or Grades 3-5 students will reach meets grade level in reading and math STAAR.

2018-19: 37% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 38% 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: Continue with data collection & goal setting for teachers and students. Use data to inform intervention , as well as, the RTI/SSC process. MCLs will continue to support grade levels in the areas of language arts and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Through school redesign, SWE will participate in the practice of keeping class data binders and student goal setting. This focus on data will increase student ownership of their learning and progress.</p>	2.4, 2.5, 2.6	Administrators Counselor/C IS Teachers MCLs	Increase in MAP Reading and Math results Increase in Reading & Math STAAR results Reading Levels PSA Results Report Cards			
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Technology: Provide technology resources and professional development to support growth toward personalized learning for students. Resources needed: technology tools, professional development on technology, substitutes, digital resources, software subscriptions</p>	2.4, 2.5, 2.6	ILT Administrators Librarian CTR MCLs	Campus/District Assessments Report Cards Progress Reports T-TESS MAP STAAR			
Funding Sources: 211 - Title I, Part A - 30000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) PLC-Instructional support /professional learning for teachers through the professional learning community. Focus may include: TEKS alignment, data analysis of formative & summative assessments which inform instruction, and supporting teachers with content area instructional strategies. Improvement in instructional practices, which may require materials, training, supplies and/or technology</p>	2.4, 2.5, 2.6	Administrators ILT Counselor MCLs Librarian Literacy Specialist	MAP STAAR Reading Levels Report Cards Progress Reports Campus/District Assessments			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) RTI Intervention & Enrichment Groups: MCLs will support teachers with the planning and implementation of intervention groups based on data targeted toward student needs in the areas of reading and math. This may include analyzing TEKS for specific levels of rigor. Lead4Ward materials and training may be used/implemented.</p>	2.4, 2.5, 2.6	MCL Administrators Teachers Counselor CIS	Reading Levels Report Cards Progress Reports STAAR MAP Campus/District Assessments			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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, SWE will close existing gaps in post secondary readiness by at least 5% between EL students and non-EL students while all performance improves.

2018-19: English Learners 22%; non-English Learners 49%







2017-18: English Learners 27%; non-English Learners 45%

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: Work will continue with Dr. Mercuri and building academic vocabulary 20-21. Dual language essentials books will need to be ordered. Intervention materials will be needed next year. We will continue to focus in the areas of reading, math and writing. Writing will be a focus throughout the content areas and across all grade levels.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) PLC instructional support and professional learning will occur, specifically in the area of academic language support strategies. Resources: Dual language essentials training, district EL trainings, and consultation with Dr. Mercuri & Associates for professional development Funding for substitutes for teacher staff development days; purchase Dual Language Essentials book for all DL teachers</p>	2.4, 2.5, 2.6	MCLs Administrators Teachers	Increase in TELPAS language proficiency levels Increase in STAAR results Reduction of EL/Non-EL gaps in achievement			
				Funding Sources: 211 - Title I, Part A - 7200.00		
<p>TEA Priorities Build a foundation of reading and math 2) RTI Intervention/Enrichment: Identify student needs and provide targeted instruction for progress and growth. Students needs will indicate the resources such as books, supplies, technology.</p>	2.4, 2.5, 2.6	MCLs Administrators Teachers	STAAR TELPAS PSAs Campus-based assessments MAP			
				Funding Sources: 211 - Title I, Part A - 5000.00		

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 3) A systematic writing plan will be developed for the campus in order to support ELs and Non-ELs in writing proficiency. Funding for substitutes may be required for professional learning	2.4, 2.5, 2.6	Administrators Teachers MCLs	Increase in MAP STAAR TELPAS Writing			
	Funding Sources: 211 - Title I, Part A - 3949.00					
 = Accomplished  = No Progress  = Discontinue						



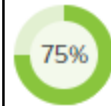



Goal 5: To remain in compliance with Federal and State law.

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

Evaluation Data Source(s) 1: Compliance Reporting

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the strategies and goal 20-21.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Identify at-risk students, provide support services, and monitor progress. Adhere to policies and timelines. Resources may include: supplies/materials, manipulatives, literacy materials, intervention materials, technology resources, programs)</p>	2.4, 2.5, 2.6	SpEd staff Teachers Administrators Counselors	ARD & Staffing Deliberations SSC meeting notes 504 meeting minutes ILT Meeting Agendas Title I Compliance Documentation CIT Meetings LPAC Meeting Minutes			
<p>Funding Sources: 211 - Title I, Part A - 6553.00, 199 PIC 23 - Special Education - 360.00, 199 PIC 11 - Instructional Services - 10080.00, 199 PIC 30 - At Risk School Wide SCE - 6420.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Project Class		\$2,000.00
2	1	3	ABL Training & Materials	6399	\$4,420.00
5	1	1	Instructional Services		\$10,080.00
Sub-Total					\$16,500.00
Budgeted Fund Source Amount					\$16,500.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Special Education Supplies		\$360.00
Sub-Total					\$360.00
Budgeted Fund Source Amount					\$360.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Supplies to Support & Inform Parents		\$4,280.00
Sub-Total					\$4,280.00
Budgeted Fund Source Amount					\$4,280.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	At-Risk Student Support		\$6,420.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$6,420.00
Budgeted Fund Source Amount					\$6,420.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$15,950.00
+/- Difference					\$15,950.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee travel	6411	\$6,500.00
1	1	1	Principal Travel	6411	\$2,000.00
1	1	1	Supplies and materials	6399 6329	\$17,664.00
1	1	2	Misc Contract Services; PD	6299; 6411	\$10,000.00
1	1	2	Region IV	6239	\$5,000.00
1	1	3	Supplies and Resources	6329	\$1,000.00
2	1	2	Project Class Reading Materials	6329	\$960.00
2	1	3	ABL Lab Teacher, Salary	6119	\$32,000.00
2	1	3	ABL Lab Teacher, Medicare	6143	\$464.00
2	1	3	ABL Lab Teacher, Workers Comp	6143	\$204.00
2	1	3	Teacher Retirement	6146	\$3,296.00
2	1	4	Parent Intervention	6299	\$2,000.00
2	1	4	Supplies	6399	\$1,500.00
2	1	4	Supplies/Materials (Parents)	6399	\$1,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Technology Resources	6398	\$30,000.00
4	1	1	Substitutes	6112	\$4,000.00
4	1	1	Faculty Books	6329	\$1,000.00
4	1	1	Professional Development	6299	\$2,200.00
4	1	2	Student Resources-Books	6329	\$5,000.00
4	1	3	Substitutes	6112	\$3,949.00
5	1	1	Tutoring-Extra Duty Professional	6116	\$5,500.00
5	1	1	Medicare	6141	\$123.00
5	1	1	Workers Comp	6143	\$54.00
5	1	1	Teacher Retirement	6146	\$876.00
Sub-Total					\$136,790.00
Budgeted Fund Source Amount					\$144,900.00
+/- Difference					\$8,110.00
Grand Total					\$164,350.00