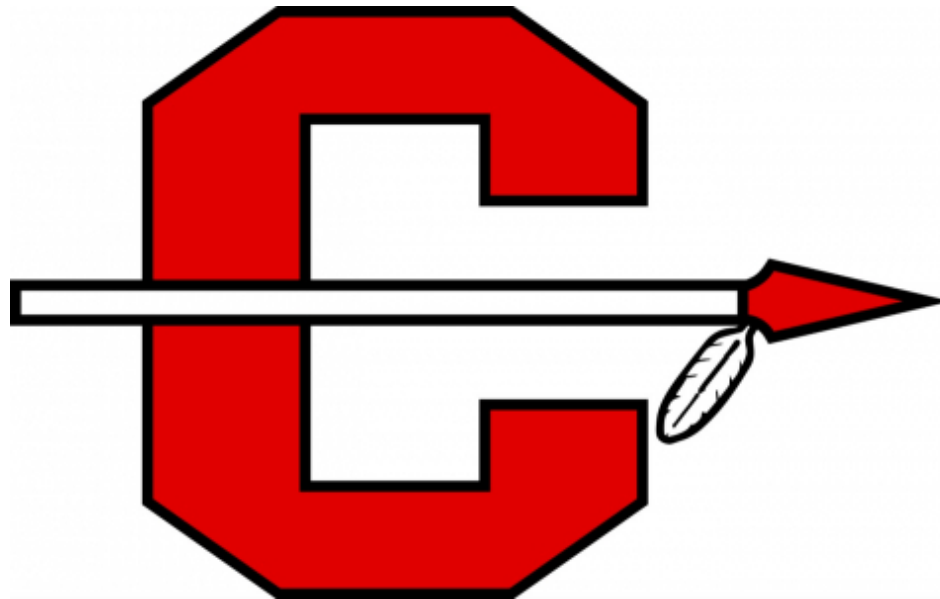


# **Cleveland Independent School District**

## **Northside Elementary**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 18, 2021  
**Public Presentation Date:** October 29, 2021

# Mission Statement

*Northside Elementary will provide a quality education that focuses on high expectations, instill a sense of worth and unveil the unique abilities in all Northside Elementary scholars.*

## Vision

*All Northside Elementary students will unveil their unique abilities and become successful contributing members of society.*

## Value Statement

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## Comprehensive Needs Assessment

**Revised/Approved: June 22, 2021**

## Demographics

## Demographics Summary

Enrollment, Ethnicity, Attendance & Eco Dis %			Special Populations/Special Programs			Behavior/Discipline																																																																					
<table><tr><th>Grade Level</th><th>Face to Face Instruction</th><th>Remote Instruction</th></tr><tr><td>PK</td><td>56</td><td>1</td></tr><tr><td>Kinder</td><td>113</td><td>3</td></tr><tr><td>1st Grade</td><td>98</td><td>7</td></tr><tr><td>2nd Grade</td><td>105</td><td>2</td></tr><tr><td>3rd Grade</td><td>106</td><td>1</td></tr><tr><td>4th Grade</td><td>87</td><td>6</td></tr><tr><td>5th Grade</td><td>107</td><td>4</td></tr><tr><td>Totals</td><td>672</td><td>24</td></tr><tr><td>Campus</td><td colspan="2">696</td></tr></table>	Grade Level	Face to Face Instruction	Remote Instruction	PK	56	1	Kinder	113	3	1st Grade	98	7	2nd Grade	105	2	3rd Grade	106	1	4th Grade	87	6	5th Grade	107	4	Totals	672	24	Campus	696		<table><tr><th>ELL</th><th>Total</th><th>Percent</th></tr><tr><td>Dual Language</td><td>235</td><td>33.8%</td></tr><tr><td>ESL</td><td>38</td><td>5.6%</td></tr><tr><td>Totals</td><td>273</td><td>39.4%</td></tr></table>			ELL	Total	Percent	Dual Language	235	33.8%	ESL	38	5.6%	Totals	273	39.4%	<table><tr><th>Grade Level</th><th>RTI Behavior T2</th><th>RTI Behavior T3</th></tr><tr><td>PK</td><td>0</td><td>1</td></tr><tr><td>Kinder</td><td>2</td><td>0</td></tr><tr><td>1st Grade</td><td>2</td><td>2</td></tr><tr><td>2nd Grade</td><td>1</td><td>2</td></tr><tr><td>3rd Grade</td><td>2</td><td>2</td></tr><tr><td>4th Grade</td><td>1</td><td>2</td></tr><tr><td>5th Grade</td><td>1</td><td>3</td></tr><tr><td>Campus Totals</td><td>9</td><td>12</td></tr></table>			Grade Level	RTI Behavior T2	RTI Behavior T3	PK	0	1	Kinder	2	0	1st Grade	2	2	2nd Grade	1	2	3rd Grade	2	2	4th Grade	1	2	5th Grade	1	3	Campus Totals	9	12
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Grade Level	Attendance Average
PK	93.3%
Kinder	92.3%
1st Grade	94%
2nd Grade	94.4%
3rd Grade	95.3%
4th Grade	95%
5th Grade	94%
Campus	94.04%

**% Economically Disadvantaged: 91.37%**

Program	Total	Percent
GT	42	6.03%

Grade Level	Total Discipline Referrals
Campus Totals	75

Grade Level	RTI Math T2	RTI Math T3
PK	0	0
Kinder	10	12
1st Grade	6	25
2nd Grade	3	8
3rd Grade	8	14
4th Grade	6	8
5th Grade	5	8

Grade Level	RTI Math T2	RTI Math T3
Campus Totals	38	75

Grade Level	RTI Reading T2	RTI Reading T3
PK	0	0
Kinder	10	12
1st Grade	7	25
2nd Grade	6	10
3rd Grade	7	12
4th Grade	3	6
5th Grade	5	6
Campus Totals	38	71

## Demographics Strengths

### Strengths:

**Attendance:** With Covid considered with remote instruction as an option we were unable to provide our usual incentives and our attendance was still 94%. We remained above 90% in all grade levels. Our remote attendance was at 98% attendance for the year per the CIP committee.

**Special Populations:** Early identification has improved. We use Child Find and that has been a great tool. The district purchased new supplemental resources for RTI which improved supportive instruction. ARD meetings were divided among the assistant principals according to the grade level they serve. This helped the assistant principals not only balance workload but also improve student connectivity.

**BIS/RTI3 Behavior/Discipline** The use of Ripple Effects used by BIS has been helpful with support for our RTI 3 behavior students. The overall look and expectations of BIS were changed. The focus is to push in and not pull students from instruction when possible. All interventions were logged. A paraprofessional was hired to assist with BIS which was also very helpful. RTI 3 students have been identified for other services. There was a lower number of suspensions, ISS and DAEP referrals. With remote learning there were considerably less referrals in the first semester. Typically the referrals were single incidents; there were only two students with multiple referrals. Clear expectations and understanding of when we do referrals by staff members.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Due to hyper-growth, new teachers are added throughout the school year **Root Cause:** Staffing formula does not account for the hyper-growth that the campus experiences throughout the entire school year

**Problem Statement 2:** We have teacher vacancies throughout the year **Root Cause:** Not recruiting and hiring early enough to ensure we are 100% staffed at the start of the school year.

# Student Learning

## Student Learning Summary

### Student Achievement

STAAR Reading/Writing												
Grade Level	Did Not Meet			Approaches			Meets			Masters		
3rd English	Campus 35%	District 45%	>,<= <	Campus 65%	District 55%	>,<= >	Campus 24%	District 21%	>,<= >	Campus 11%	District 9%	>,<= >
3rd Spanish	Campus 41%	District 50%	>,<= <	Campus 59%	District 50%	>,<= >	Campus 25%	District 17%	>,<= >	Campus 19%	District 8%	>,<= >
4th English Reading	Campus 29%	District 50%	>,<= <	Campus 71%	District 50%	>,<= >	Campus 36%	District 17%	>,<= >	Campus 21%	District 8%	>,<= >
4th Spanish Reading	Campus 75%	District 70%	>,<= >	Campus 25%	District 30%	>,<= <	Campus 17%	District 14%	>,<= >	Campus 8%	District 5%	>,<= >
4th English Writing	Campus 49%	District 65%	>,<= <	Campus 51%	District 35%	>,<= >	Campus 19%	District 12%	>,<= >	Campus 2%	District 2%	>,<= =
4th Spanish Writing	Campus 82%	District 79%	>,<= >	Campus 18%	District 21%	>,<= <	Campus 0%	District 5%	>,<= <	Campus 0%	District 1%	>,<= <



STAAR Reading/Writing												
5th English	Campus 38%	District 43%	>,<, = <	Campus 62%	District 57%	>,<, = >	Campus 35%	District 26%	>,<, = >	Campus 14%	District 13%	>,<, = >
5th Spanish	Campus 67%	District 59%	>,<, = >	Campus 33%	District 41%	>,<, = <	Campus 33%	District 9%	>,<, = >	Campus 0%	District 0%	>,<, = =

STAAR Math												
Grade Level	Did Not Meet			Approaches			Meets			Masters		
3rd English	Campus 38%	District 48%	>,<, = <	Campus 62%	District 52%	>,<, = >	Campus 24%	District 19%	>,<, = >	Campus 6%	District 5%	>,<, = >
3rd Spanish	Campus N/A	District	>,<, = >	Campus N/A	District	>,<, = >	Campus N/A	District	>,<, = >	Campus N/A	District	>,<, = >
4th English	Campus 42%	District 55%	>,<, = <	Campus 58%	District 45%	>,<, = >	Campus 40%	District 22%	>,<, = >	Campus 17%	District 11%	>,<, = >
4th Spanish	Campus 100%	District 90%	>,<, = >	Campus 0%	District 10%	>,<, = <	Campus 0%	District 10%	>,<, = <	Campus 0%	District 10%	>,<, = <
5th English	Campus 29%	District 39%	>,<, = <	Campus 71%	District 61%	>,<, = >	Campus 37%	District 31%	>,<, = >	Campus 14%	District 14%	>,<, = =

STAAR Math									
5th Spanish									
	Campu N/A	District	>,<=	Campu N/A	District	>,<=	Campu N/A	District	>,<=

STAAR Science									
Grade Level	Did Not Meet			Approaches			Meets		
5th English	Campu 54%	District 62%	>,<= <	Campu 46%	District 38%	>,<= >	Campu 18%	District 11%	>,<= >
5th Spanish	Campu N/A	District	>,<=	Campu N/A	District	>,<=	Campu N/A	District	>,<=

## Student Learning Strengths

Strengths:

Students performed above district percentages in most areas. Scores seemed to reflect students' maintained knowledge in math and reading in spite of Covid in the previous school year. Dual language students testing in English performed very well.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Over half of the students in Grades 3, 4 and 5 are reading below grade level. **Root Cause:** Students lack foundation skills and lack of effective Tier 1 instruction

**Problem Statement 2 (Prioritized):** Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level **Root Cause:** Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as EL's

# School Processes & Programs

## School Processes & Programs Summary

Northside Elementary has 6 "Model Classroom Teachers" as identified by district criteria. We utilize these teachers to implement and model practices, strategies and resources of an exemplar classroom.

8 Reading and 7 Math teachers were selected to participate in curriculum writing for the district.

Teachers engage in collaborative planning, Northside created Collaborative Team Time (CTT), and utilizes common formative assessments to monitor student progress and accomplishments.

- Twitter Literacy Challenges
- Unity Day
- Red Ribbon Week
- Grandparents Day
- Homecoming Parade Float
- World Read Aloud Day
- Class Dojo
- Virtual Open House
- Virtual Book Fair
- Virtual Meet The Teacher
- Title 3 Informational Meeting
- Family Literacy Night
- Virtual PK Graduation
- Virtual Kindergarten Graduation
- Virtual 5th grade Promotion
- Virtual Awards Ceremonies
- Senior Walk

- GT Showcase
- Book bags/Chromebook Pick Up
- Christmas Family Sponsorship
- Backpack Buddies

Our campus had one student teacher and she will be a first grade teacher during the 2021-2022 school year at Northside.

Northside has a strong pipeline for building teacher capacity as demonstrated by 9 of our staff members moving to leadership positions either on our campus, another campus within the district or at the district level.

### **School Processes & Programs Strengths**

Strengths:

Curriculum : Primary foundational skills were implemented this year with a systematic approach. Building classroom libraries with classroom reading levels. CLI Engage was implemented and provided data to drive instruction. Additional training and in class support from instructional coaches. Teachers are being included in the writing curriculum.

Instruction: Strong teacher leaders on grade levels that worked collaboratively to push students and instructions. Teachers saw the importance of quality instruction. Desire to be proactive in instruction for their students. Teachers did a great job making adjustments for learning opportunities such as workstations and other hands-on learning activities that Covid took away.

Assessment: Teachers used data to drive instruction and identify students for additional targeted support through tutorials in the Spring for 3rd - 5th.

Strengths:

In spite of Covid we were able to interact and engage with parents/families in various ways.

Strengths:

Faculty Survey Results (Positive Feedback) :

- Staff voices heard
- Abundant PD

- Strong TEAMS
- Purposeful Mission & Vision
- Safety in school
- Clear emergency procedures
- Staff WANTING to return
- HIGH LEVELS OF LEARNING FOR ALL!

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Campus leadership is not present in the classroom and collaboratives consistently. Teachers are not given specific feedback on instructional walkthroughs, only during TTESS conferences. **Root Cause:** Leadership is busy with daily operations of the campus and need to become more proactive about being lead learners and growing our teachers.

**Problem Statement 2:** Lack of leadership opportunities other than grade chair. **Root Cause:** Lack of leadership opportunities at the campus level.

# Perceptions

## Perceptions Summary

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. Faculty and staff have embraced our shared belief that all students deserve to have the very best education possible in order for them to be successful.

School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. According to our annual satisfaction survey, the majority of the staff at Northside plan to return and though there are areas we can improve upon, the overall climate of the school is very positive.

## Perceptions Strengths

Strengths:

School Culture: According to the TNTP survey staff members understand the mission and vision of Northside Elementary. We accept teacher collaboration as best practices to improve student learning and instructional practices. Teachers have a shared belief that it is everyone's responsibility to ensure high levels of learning for every student.

School Climate: We are actively seeking resources in multiple languages. Curriculum is incorporating culturally inclusive lessons and events.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increased number of new staff requires continuous training on campus practices, as well as support and coaching **Root Cause:** Professional development offerings did not address the needs of our teachers given the challenges we faced with virtual learning.

**Problem Statement 2:** The Social Emotional needs of students have not been met **Root Cause:** Programs & training have not been put into place and utilized with fidelity.

# Priority Problem Statements

**Problem Statement 1:** Over half of the students in Grades 3, 4 and 5 are reading below grade level.

**Root Cause 1:** Students lack foundation skills and lack of effective Tier 1 instruction

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level

**Root Cause 2:** Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as EL's

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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



**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
- TTESS data

**Parent/Community Data**

- Parent 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
- Other additional data

# Goals





**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 1:** By the end of 2021-2022 school year, 3rd, 4th and 5th grade students will achieve at least 65% Approaches, 35% Meets, and 20% Masters on STAAR Reading.

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize TEKS Resource System, district curriculum, guided reading, Bloom's questioning for all students and digital resources such as but not limited to Discover Ed, Eduphoria, Brain Pop, Lead4ward and Canvas <b>Strategy's Expected Result/Impact:</b> Utilize the data to respond appropriately to the needs of the students through small group instruction thereby decreasing the achievement gaps between student groups <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Support, Principal and Assistant Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> classroom libraries, manipulatives, Resources specific to foundational skills. - Early Education Allotment - \$19,500, Classroom libraries and bookshelves - Title III-Bilingual/ESL - \$12,000, digital resources - Title I Part A-Improving Basic Programs - \$16,129		Formative			Summative
		Nov	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Create a reading intervention plan for students at risk of failing and identified for Tier 2 and Tier 3 intervention <b>Strategy's Expected Result/Impact:</b> Utilize the data to respond appropriately to the needs of the students through small group instruction thereby decreasing the achievement gaps between student groups <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers/RTI <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Intervention Materials - Local Funds - \$3,000, Intervention Materials - State: Compensatory Education - \$25,000		Formative			Summative
		Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Reading and early literacy instructional coaches will conduct training on implementing best instructional practices through conducting professional development focused on tier 1 and small group instruction. <b>Strategy's Expected Result/Impact:</b> ELA teachers will use formative and summative evaluations such as CBAs, Quick Checks, Running Records, and Renaissance to increase test scores to mastery of targeted skills. <b>Staff Responsible for Monitoring:</b> Classroom Teachers and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Professional supplemental resources - Title I Part A-Improving Basic Programs - \$7,279, Classroom libraries - Local Funds - \$8,500, Storage bags, bins, bookshelves - State: Compensatory Education - \$10,000, materials and supplies - Early Education Allotment - \$25,500		Formative			Summative
		Nov	Jan	Mar	May
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Use small group instruction, differentiated strategies, extension activities and project based learning to meet the needs of our GIFTED and TALENTED students. <b>Strategy's Expected Result/Impact:</b> Students who are identified as gifted and talented will achieve Masters on STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coaches, GT trained teachers, Special Education teachers, Dyslexia teachers and Administrators. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> library books - Local Funds - \$3,000		Formative			Summative
		Nov	Jan	Mar	May
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Administer universal screener assessments at the BOY, MOY and EOY in order to identify students who are AT RISK and progress monitor throughout the school year. <b>Strategy's Expected Result/Impact:</b> Utilize the data to determine interventions/enrichment to decrease the achievement gap between student groups <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, RTI teachers, Campus Testing Coordinator, Principal and Assistant Principals. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase usage on MyON each quarter <b>Strategy's Expected Result/Impact:</b> Increased reading fluency <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Items which will encourage students to read - Early Education Allotment - \$24,920	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hire music teacher to support student achievement through fine arts to provide a well-rounded education for all students. <b>Strategy's Expected Result/Impact:</b> Increase academic vocabulary; integrate the curriculum through fine arts <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Salary - Title I Part A-Improving Basic Programs - \$71,553	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Over half of the students in Grades 3, 4 and 5 are reading below grade level. <b>Root Cause:</b> Students lack foundation skills and lack of effective Tier 1 instruction

**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 2:** By the end of 2021-2022 school year, 3rd, 4th and 5th grade students will achieve at least 70% Approaches, 36% Meets, and 15% Masters on STAAR Math.

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate teacher facilitated data talks to drive instruction for all learners. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to determine focus groups for small group instruction based on data. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Math Interventionist and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Data tracking teacher needs - Local Funds - \$1,500, Data tracking technology - Local Funds - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing opportunities for professional development for all teachers that includes differentiation to address students AT RISK, Emergent Bilinguals, Special Education, 504, dyslexic students and GIFTED and TALENTED. <b>Strategy's Expected Result/Impact:</b> Teachers will learn the different strategies specific to the needs of each student and apply them with students in the classroom. Teachers will learn how to read and understand Individual Education Plans for students that includes accommodations students can utilize to help support them in the classroom. This will result in more students achieving at the Approaches, Meets and Masters level on STAAR <b>Staff Responsible for Monitoring:</b> Teachers, Support Staff, Principal and Assistant Principals <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Dyslexia training - State: Compensatory Education - \$5,500, Materials and supplies - Title III-Bilingual/ESL - \$8,850, Teacher registration and training - State: Special Education Funds - \$3,800 , Professional Development registration - State: Gifted and Talented Funds - \$2,400, Materials for special education students - State: Special Education Funds - \$4,000	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administer universal screener assessments at they BOY, MOY, and EOY in order to identify students who are AT RISK and progress monitor throughout the school year. <b>Strategy's Expected Result/Impact:</b> The data from the universal screeners will be used to identify students who are at risk or performing below grade level. This will also support teachers in grouping students and providing interventions/enrichment in the classroom. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, RTI Teachers, Campus Testing Coordinator, Principal and Assistant Principal. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a math intervention plan for students at risk of failing and identified for Tier 2 and Tier 3 intervention <b>Strategy's Expected Result/Impact:</b> Utilize the data to respond appropriately to the needs of the students through small group instruction thereby decreasing the achievement gaps between student groups <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers, support staff <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Bilingual materials and supplies - State: Bilingual/ESL Funds - \$10,000, Intervention materials - State: Compensatory Education - \$26,566	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				









## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level <b>Root Cause:</b> Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as EL's

**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 3:** By the end of 2021-2022 school year, 60% of 5th grade students will score at or above approaches in Science STAAR.

**Evaluation Data Sources:** STAAR results

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ALL Pre-K through 5th grade students will spend 40% of the time engaged in hands-on lab experiences during the science instructional block using the grade level content vocabulary for WELL ROUNDED Education. <b>Strategy's Expected Result/Impact:</b> Students will increase content knowledge by making connections to science vocabulary and master science concepts. <b>Staff Responsible for Monitoring:</b> Teachers, Science Instructional Coach, Administrators, STEM Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Consumables for labs - Local Funds - \$6,500	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development to teachers on "Think Like a Scientist" process to increase comprehension of Science Problem Solving. <b>Strategy's Expected Result/Impact:</b> Students will activate prior knowledge to demonstrate comprehension of real world situations to be effective problem solvers <b>Staff Responsible for Monitoring:</b> Instructional Coach, Teachers and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional support supplies - Title I Part A-Improving Basic Programs - \$500	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level <b>Root Cause:</b> Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as EL's

**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 4:** By the end of the 2021-2022 school year, 75% of students identified as Emergent Bilinguals will improve by at least one proficiency level as measured on the TELPAS state assessment.

**Evaluation Data Sources:** TELPAS results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the Sheltered Instruction strategy of 7 Steps to a language rich interactive classroom campus wide. <b>Strategy's Expected Result/Impact:</b> Students will be immersed in language rich instruction and demonstrate improvement in reading, writing, listening, and speaking. <b>Staff Responsible for Monitoring:</b> Administration, Instructional support, teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Fees associated to professional development - State: Bilingual/ESL Funds - \$16,100, books and supplies - Title III-Bilingual/ESL - \$4,500	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize programs such as but not limited to TELPAS Pro and Flip Grid to increase TELPAS Speaking proficiency levels <b>Strategy's Expected Result/Impact:</b> Students' proficiency levels in the speaking domain will increase <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Coaches, Principals and Assistant Principals. <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Headphones/ microphones for each class - Local Funds - \$4,500, Headphones / microphones for students - State: Compensatory Education - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain a portfolio of writing samples to monitor the growth of Emergent Bilinguals in writing. <b>Strategy's Expected Result/Impact:</b> Teachers will have a collection of student writing samples to compare for growth and make instructional decisions; students will become proficient in writing	Formative			Summative
	Nov	Jan	Mar	May







<b>Staff Responsible for Monitoring:</b> Instructional support staff, teachers <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Writing supplies and materials - Local Funds - \$7,000, writing materials - Title III-Bilingual/ESL - \$750				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 5:** By the end of 2021-2022 school year, 65% of students in Pre-Kindergarten through 2nd grade will perform on grade level during the EOY Reading Universal Screener.





**Evaluation Data Sources:** CLI-Engage Circle and Tx-KEA assessment data; TPRI/Tejas LEE data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administer universal screener assessments at the BOY, MOY and EOY to ALL students in order to identify students who are AT RISK and progress monitor throughout the school year. <b>Strategy's Expected Result/Impact:</b> The data from the universal screeners will be used to identify students who are at risk or performing below grade level. This will also support teachers in grouping students and providing interventions/enrichment in the classroom thereby closing the achievement gap between student groups <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, RTI Teachers, Campus Testing Coordinator, Principal and Assistant Principals. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Kindergarten and 1st grade teachers, along with literacy coaches, will have completed or be enrolled in the Reading Academies which are required by TEA. <b>Strategy's Expected Result/Impact:</b> Teachers will be supported through the Reading Academies that will be taken throughout the school year including District Staff Development and Saturday Support Sessions. Their participation will have a direct impact on developing strong foundational skills in reading which will increase the number of students reading at or near grade level. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Principal and Assistant Principals <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Northside Elementary will provide a student-centered educational environment in which students are expected to meet or exceed state standards in all areas.

**Performance Objective 6:** By the end of the 2021-2022 school year, Northside Elementary will promote College, Career and Military Awareness.





**Evaluation Data Sources:** School Calendar and Flyers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule a day each month for all students and staff to wear college or military shirts. <b>Strategy's Expected Result/Impact:</b> Staff and student will have awareness and have conversations regarding the different colleges or branches of military that are available after graduating from high school. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Principal and assistant principals <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b> <b>Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold a Career Day event that includes community members or other volunteers that can provide awareness to ALL students on the variety or opportunities for career, college and military. <b>Strategy's Expected Result/Impact:</b> Students will learn different options that are available to them after they graduate high school. <b>Staff Responsible for Monitoring:</b> Counselors, Principal, Assistant Principal, Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b> <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> Career day materials - Local Funds - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northside Elementary staff of quality professionals will implement a professional learning community that enhances student success.

**Performance Objective 1:** Collaborative professional development opportunities will be offered to all staff, including classroom teachers, support staff, paraprofessionals, clerical and administrative staff.

**Evaluation Data Sources:** Professional development calendar





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The leadership team will plan and create a professional development calendar of opportunities for the campus. <b>Strategy's Expected Result/Impact:</b> Clear communication and expectations for campus professional development. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Literacy and Instructional Coaches. <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> Contracted services - State: Compensatory Education - \$10,000, Materials and handouts - Title I Part A-Improving Basic Programs - \$500	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focusing on but not limited to GT, diversity, differentiated instruction, RtI processes, researched-based programs/strategies, effective parental communication, and behavior management. <b>Strategy's Expected Result/Impact:</b> All staff will attend professional development and implement strategies into their classrooms to ensure high levels of learning for all students; increase in student achievement <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal, Teachers, Early Literacy and Instructional Coaches. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Contracted services - State: Compensatory Education - \$15,000, Professional development fees - Title I Part A-Improving Basic Programs - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northside Elementary staff of quality professionals will implement a professional learning community that enhances student success.

**Performance Objective 2:** Northside Elementary will attain a 95% student and staff attendance for the 2021-2022 school year.

**Evaluation Data Sources:** PEIMS data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Make daily announcements focusing on the importance of attendance and recognizing classes with perfect attendance. <b>Strategy's Expected Result/Impact:</b> Increase attendance of at-risk students by 3%; overall increase in attendance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Teachers, Attendance Clerk <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reward individual students and classes for perfect attendance every 9 weeks. <b>Strategy's Expected Result/Impact:</b> Increase attendance of at-risk students by 5% and reducing the number of students with a failing grade at grading periods <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers and Attendance Clerk <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Materials and supplies to make acknowledgement happen - Local Funds - \$3,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide recognition for staff members with perfect attendance each month. <b>Strategy's Expected Result/Impact:</b> Increased staff attendance by 3%. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Funding Sources:</b> Attendance incentives - Local Funds - \$3,675	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Post attendance challenges in cafeteria every day. <b>Strategy's Expected Result/Impact:</b> Increase attendance of at-risk students by 3%; overall increase in attendance.	Formative			Summative
	Nov	Jan	Mar	May

<b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal, Teachers, Attendance Clerk <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b> <b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

**Goal 3:** Northside Elementary parents, community and business partners will strengthen their involvement in our student's education.

**Performance Objective 1:** Northside Elementary will offer a minimum of 3 parent, community and business participation during the 2021-2022 school year.

**Evaluation Data Sources:** log of parent attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide special events such as but not limited to Muffins with Mom and Donuts with Dad, multicultural programs, Title 1 parent meetings, workshops for parents with students served through special programs (GT, EB, SpEd, 504, Dyslexia RtI). <b>Strategy's Expected Result/Impact:</b> Increased attendance in Parent/Family involvement in school events <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, support staff <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Resources for school community events - State: Compensatory Education - \$5,642, subscriptions - Local Funds - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and publish monthly calendar of events and distribute or post using campus website, social media and written communications. <b>Strategy's Expected Result/Impact:</b> Increased attendance in Parent/Family and school partner involvement and awareness in school events. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Webmaster <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> refreshments and snacks to increase attendance - Local Funds - \$3,500	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct end of the year parent/community survey. <b>Strategy's Expected Result/Impact:</b> Increased stakeholder Parent/Family and community input into district and school decision making. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Northside Elementary comprehensive needs assessment was developed in the Spring of 2021 and fall of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Northside Elementary Campus Improvement Plan was developed with the following stakeholders.

Pete Armstrong, Principal

Jennifer Anderson, Assistant Principal

Misty Cartwright, Assistant Principal

Cindy Rushing, Teacher

Amanda Rimer, Teacher

Kristen Cline, Math/Science Instructional Coach

Lucia Gonzalez, Paraprofessional

Kayla Green, Non classroom professional

### **2.2: Regular monitoring and revision**

We monitor and revise the CIP quarterly or as often as needed:

Our schedule for monitoring and revising is as follows:

August 2021



September 2021

November 2021

January 2022

March 2022

May 2022

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

Northside Elementary campus improvement plan is available to parents in English on the school's website. Parents are informed about the campus improvement plan at the Title 1 Parent Information Meeting.

### **2.4: Opportunities for all children to meet State standards**

CISD Curriculum has been updated, with the assistance of Northside teachers / instructional coaches, to ensure that lessons are rigorous and aligned across all content areas. It is the belief at Northside Elementary that we provide opportunities for all student to learn.

### **2.5: Increased learning time and well-rounded education**

Northside Elementary uses researched-based instructional strategies and practices to increase student achievement. Students are provided with a well rounded education by an enriched and accelerated curriculum. TRIBE Time is a dedicated time during the school day to provide enrichment and remediation to all students.

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

Northside Elementary uses researched-based strategies and instructional programs to target at-risk students. TRIBE Time is a specific time designed for specific targeted instruction for at-risk students.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Northside Elementary Parent and Family Engagement Policy is readily located on the campus website.

### **3.2: Offer flexible number of parent involvement meetings**

Northside Elementary encourages and welcomes parent involvement. When our campus is re-opened, we invite parents to attend all after hours events they are capable to attend. Northside offers several parent meetings throughout the school year, remote/face to face, depending upon need.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Antenangeli	Music	Fine Arts	1

# Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	digital resources		\$16,129.00
1	1	3	Professional supplemental resources		\$7,279.00
1	1	7	Salary		\$71,553.00
1	3	2	Instructional support supplies		\$500.00
2	1	1	Materials and handouts		\$500.00
2	1	2	Professional development fees		\$2,500.00
Sub-Total					\$98,461.00
Budgeted Fund Source Amount					\$98,961.00
+/- Difference					\$500.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom libraries and bookshelves		\$12,000.00
1	2	2	Materials and supplies		\$8,850.00
1	4	1	books and supplies		\$4,500.00
1	4	3	writing materials		\$750.00
Sub-Total					\$26,100.00
Budgeted Fund Source Amount					\$26,100.00
+/- Difference					\$0.00
State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Materials		\$25,000.00
1	1	3	Storage bags, bins, bookshelves		\$10,000.00
1	2	2	Dyslexia training		\$5,500.00
1	2	4	Intervention materials		\$26,566.00
1	4	2	Headphones / microphones for students		\$5,000.00
2	1	1	Contracted services		\$10,000.00

State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Contracted services		\$15,000.00
3	1	1	Resources for school community events		\$5,642.00
Sub-Total					\$102,708.00
Budgeted Fund Source Amount					\$102,708.00
+/- Difference					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Materials		\$3,000.00
1	1	3	Classroom libraries		\$8,500.00
1	1	4	library books		\$3,000.00
1	2	1	Data tracking teacher needs		\$1,500.00
1	2	1	Data tracking technology		\$2,500.00
1	3	2	Consumables for labs		\$6,500.00
1	4	2	Headphones/ microphones for each class		\$4,500.00
1	4	3	Writing supplies and materials		\$7,000.00
1	6	2	Career day materials		\$2,500.00
2	2	2	Materials and supplies to make acknowledgement happen		\$3,000.00
2	2	3	Attendance incentives		\$3,675.00
3	1	1	subscriptions		\$2,500.00
3	1	2	refreshments and snacks to increase attendance		\$3,500.00
Sub-Total					\$51,675.00
Budgeted Fund Source Amount					\$45,175.00
+/- Difference					-\$6,500.00
State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Bilingual materials and supplies		\$10,000.00
1	4	1	Fees associated to professional development		\$16,100.00
Sub-Total					\$26,100.00
Budgeted Fund Source Amount					\$26,100.00

State: Bilingual/ESL Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
State: Gifted and Talented Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Professional Development registration		\$2,400.00
Sub-Total					\$2,400.00
Budgeted Fund Source Amount					\$2,400.00
+/- Difference					\$0.00
State: Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher registration and training		\$3,800.00
1	2	2	Materials for special education students		\$4,000.00
Sub-Total					\$7,800.00
Budgeted Fund Source Amount					\$7,800.00
+/- Difference					\$0.00
Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	classroom libraries, manipulatives, Resources specific to foundational skills.		\$19,500.00
1	1	3	materials and supplies		\$25,500.00
1	1	6	Items which will encourage students to read		\$24,920.00
Sub-Total					\$69,920.00
Budgeted Fund Source Amount					\$69,920.00
+/- Difference					\$0.00
Grand Total					\$385,164.00

# Addendums