

Spring Branch Independent School District
Spring Branch Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

The Mission Statement for Spring Branch Elementary is "The SBE learning community collaborates to provide literacy skills in an engaging, authentic, and motivating education to empower successful and productive lifelong learners to compete in our new age."

Vision

SBE staff and students unite to achieve a common goal of excellence in learning through collaboration, positive relationships, passion, and determination.

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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Branch Elementary School serves students in grades K-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 43 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then decreased by 32 students from the 2021-2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 493

2021-2022: Enrollment – 525

2020-2021: Enrollment – 482

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Spring Branch Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 70.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 80.5% At-Risk; 13.4% Immigrant; 1.2% Homeless, 15.0% of students were identified for special education services; and 4.7% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 25 (5.1%)

2021-2022: African American – 28 (5.3%)

2020-2021: African American – 30 (6.2%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 0 (0.0%)

2021-2022: Asian – *

2020-2021: Asian – *

2022-2023: Hispanic – 444 (90.1%)

2021-2022: Hispanic – 472 (90.0%)

2020-2021: Hispanic – 433 (90.0%)

2022-2023: Native Hawaiian-Pacific Islander – *

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 15 (3.0%)
2021-2022: White – 16 (3.1%)
2020-2021: White – 11 (2.3%)

2022-2023: Two-or-more – 5 (1.0%)
2021-2022: Two-or-more – *
2020-2021: Two-or-more – *

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 397 (80.5%)
2021-2022: At-Risk – 429 (81.7%)
2020-2021: At-Risk – 403 (83.6%)

2022-2023: Economically Disadvantaged – 461 (93.5%)
2021-2022: Economically Disadvantaged – 494 (94.1%)
2020-2021: Economically Disadvantaged – 463 (96.1%)

2022-2023: Emergent Bilingual/English Learner – 346 (70.2%)
2021-2022: Emergent Bilingual/English Learner – 360 (68.6%)
2020-2021: Emergent Bilingual/English Learner – 329 (68.3%)

2022-2023: Gifted and Talented – 23 (4.7%)
2021-2022: Gifted and Talented – 13 (2.5%)
2020-2021: Gifted and Talented – 6 (1.2%)

2022-2023: Homeless – 6 (1.2%)
2021-2022: Homeless – 6 (1.1%)
2020-2021: Homeless – 18 (3.7%)

2022-2023: Immigrant – 66 (13.4%)
2021-2022: Immigrant – 81 (15.4%)
2020-2021: Immigrant – 79 (16.4%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 74 (15.0%)
2021-2022: Special Education – 62 (11.8%)
2020-2021: Special Education – 50 (10.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 91.7%

2019-2020: 97.2%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 32.1%

2019-2020: 9.9%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

SBE, a Title I campus, continues to build on the strengths of the community. Our SBE families are becoming more involved in their child's education by attending parent math and language arts academic meetings, being involved in the PTA, and providing assistance to teachers. Through these efforts, our families learn to value education as a key way out of poverty. The neighborhood that surrounds the school is experiencing gentrification, and some of these new families are enrolling their children at SBE.

SBE is fortunate to have a variety of cultures from different countries represented. Our students and their families contribute to our school by bringing their experiences and traditions. SBE works to create a culture that celebrates the diversity in our world and the contributions of all people.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The impact of the pandemic can still be felt in our attendance rate. **Root Cause:** Parents got used to the lax approach to attendance during the height of the pandemic.

Problem Statement 2: Our students are underperforming in reading, writing, and math. **Root Cause:** The attendance and tardiness rates are impacting the amount of time our struggling students are missing instruction.

Student Achievement

Student Achievement Summary

Spring Branch Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 65% Approaches; 37% Meets; 16% Masters

2021: 3rd Grade Reading - 54% Approaches; 17% Meets; 7% Masters

2022: 4th Grade Reading - 64% Approaches; 42% Meets; 17% Masters

2021: 4th Grade Reading - 52% Approaches; 26% Meets; 7% Masters

2022: 5th Grade Reading - 68% Approaches; 44% Meets; 25% Masters

2021: 5th Grade Reading - 60% Approaches; 32% Meets; 14% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 47% Approaches; 34% Meets; 9% Masters

2021: SPED All Grades Reading - 28% Approaches; 19% Meets; 0% Masters

2022: EB/EL All Grades Reading - 61% Approaches; 36% Meets; 16% Masters

2021: EB/EL All Grades Reading - 51% Approaches; 21% Meets; 8% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 73% Approaches; 48% Meets; 19% Masters

2021: 3rd Grade Mathematics - 48% Approaches; 22% Meets; 7% Masters

2022: 4th Grade Mathematics - 70% Approaches; 38% Meets; 17% Masters

2021: 4th Grade Mathematics - 60% Approaches; 28% Meets; 13% Masters

2022: 5th Grade Mathematics - 86% Approaches; 58% Meets; 20% Masters

2021: 5th Grade Mathematics - 65% Approaches; 37% Meets; 15% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics – 69% Approaches; 47% Meets; 3% Masters

2021: SPED All Grades Mathematics - 53% Approaches; 25% Meets; 3% Masters

2022: EB/EL All Grades Mathematics - 75% Approaches; 44% Meets; 18% Masters

2021: EB/EL All Grades Mathematics - 57% Approaches; 25% Meets; 11% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

SBE students continue to make gains. The teachers and staff are dedicated to meeting the students' academic needs by focusing on specific students and specific needs. This is accomplished during our Response to Intervention block for each grade level during which students are flexibly grouped. K - 2nd grade students get 30 minutes for their RtI block and focus on reading skills. 3rd - 5th have an hour for their RtI block, so students get 30 minutes of reading and 30 minutes of math.

Our teachers also have the support of district coaches for their literacy, science, and math instruction. This support provides opportunities to strengthen instruction and make needed adjustments of Tier I instruction to meet the academic needs of students. Retired teachers have been hired to provide tutorials and interventions. Their experience and strong instructional skills support student needs.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The impact of the pandemic can still be felt in our attendance rate. **Root Cause:** Parents got used to the lax approach to attendance during the height of the pandemic.

Problem Statement 2: Our students are underperforming in reading, writing, and math. **Root Cause:** The attendance and tardiness rates are impacting the amount of time our struggling students are missing instruction.

Problem Statement 3: Our students are underperforming in reading, writing, and math. **Root Cause:** Time for teachers to collaborate and work as a PLC needs to be increased, so they can delve deeper into meeting the needs of students.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Spring Branch Elementary School in order to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 0 FTE (0.0%)

2021-2022: Beginning – 1.9 FTE (5.0%)

2020-2021: Beginning – 1 FTE (3.2%)

2022-2023: 1-5 Years – 6 FTE (17.2%)

2021-2022: 1-5 Years – 9 FTE (23.7%)

2020-2021: 1-5 Years – 11.1 FTE (36.0%)

2022-2023: 6-10 Years – 10.8 FTE (31.0%)

2021-2022: 6-10 Years – 11 FTE (29.0%)

2020-2021: 6-10 Years – 6 FTE (19.5%)

2022-2023: 11-20 Years – 12 FTE (34.5%)

2021-2022: 11-20 Years – 12 FTE (31.7%)

2020-2021: 11-20 Years – 9 FTE (29.2%)

2022-2023: Over 20 Years – 5.9 FTE (17.0%)

2021-2022: Over 20 Years – 4 FTE (10.6%)

2020-2021: Over 20 Years – 3.7 FTE (12.0%)

2022-2023: Total – 34.8 FTE (100%)

2021-2022: Total – 37.9 FTE (100%)

2020-2021: Total – 30.8 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

SBE is focused on recruiting teachers that are passionate about working with our Title I students and making a difference in their education. Throughout the school year, we work to support our teachers in ways that impact their work with our students. This includes providing opportunities for professional development that is relevant to their daily instruction, as

well as opportunities to collaborate as a PLC. It is also important that our teachers and staff feel supported personally. To that end, administration makes sure that teachers have opportunities to take care of themselves and their families.

This past year we had six teachers leave for various different reasons such as moving out of state, working closer to home, and becoming a stay at home mom. The new teachers hired for the new school year come with varying degrees of experience, but were all successful teachers in their previous campuses.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Teachers are looking at other districts. **Root Cause:** The distance teachers drive is long, and the traffic delays their arrival time to their home.

Problem Statement 2: Teacher burnout impacts our teachers and staff. **Root Cause:** Title I campuses have high need students in regard to academics and behavior.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Spring Branch Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Spring Branch Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

SBE, a Title I campus, continues to build on the strengths of the community. Our SBE families are becoming more involved in their child's education by attending parent math and language arts academic meetings, being involved in the PTA, and providing assistance to teachers. Through these efforts, our families learn to value education as a key way out of poverty. The neighborhood that surrounds the school is experiencing gentrification, and some of these new families are enrolling their children at SBE.

SBE is very fortunate to have a variety of community organizations donate and support the mission and vision of the campus by building strong partnerships and giving of time, talent and money to assist with making SBE a successful school. SBE will continue to have the support of Chapelwood with the implementation of the SBISD Read program, Reading Buddies, for our 2nd grade students. Los Carnales y La Familia continues to support our students through their donation of supplies and motivating prizes for perfect attendance. The Spring Branch Memorial Sports Association is our "Sister School" and supports our school by providing essential student supplies, funds for student activities, and celebratory meals for teachers.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The impact of the pandemic can still be felt in our attendance rate. **Root Cause:** Parents got used to the lax approach to attendance during the height of the pandemic.

Problem Statement 2: Parent engagement is limited. **Root Cause:** Parents are new to the country and may not understand the impact their engagement has on their children's success. Many parents work long hours and do not have much time to engage with the school.

Goals

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2024, Spring Branch Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 3 percentage points in meets, and 2 percentage points in masters.

2022-23: Reading: 69% (approaches), 45% (meets), 18% (masters); Math: 77% (approaches), 51% (meets), 13% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: SBE teachers and instructional specialists will attend Professional Development sessions given by district instructional specialists (reading and math), campus ILT members, and Region 4 to stay abreast of the latest instructional strategies for rigorous instruction and to advance learners in the content areas.

Subs will be paid for when teachers attend professional development off campus during the school day.

Food/Snacks will be purchased for PD sessions held on campus.

Strategy's Expected Result/Impact: Increased performance by our students on the STAAR.

Staff Responsible for Monitoring: Administration, Instructional Specialists, ILT members, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: PD at Region 4 211 Budget - 211 - Title I, Part A - 211.13.6239.000.114.30.0.000.FGB24 - \$500, Teacher Conference Registration Fee Title I funds - 211 - Title I, Part A - 211.13.6411.000.114.30.0.000.FGB24 - \$800, Subs for Teachers PD Title I Funds - 211 - Title I, Part A - 211.11.6112.000.114.30.0.000.FBG24 - \$5,000, Region 4 Principal PD Opportunities Title I Funds - 211 - Title I, Part A - 211.23.6239.000.114.30.0.000.FGB24 - \$200, Food/snacks for on campus PD - 199 PIC 99 - Undistributed - 199.13.6499.000.114.99.0.114 - \$3,500, Subs for Teachers PD Gen Funds - 199 PIC 11 - Instructional Services - 199.11.6112.000.114.32.0.114 - \$1,300

Strategy 2 Details

Strategy 2: To enhance real world experiences that increase our students' background knowledge in the content areas, teachers will plan and take our students on educational study trips for SBE students.

Strategy's Expected Result/Impact: Students will have a better grasp of concepts through field trips related to the content that is taught.

Staff Responsible for Monitoring: Teachers

ILT

Admin Assistant

Administration

Title I:

2.4, 2.5, 2.6

Funding Sources: Transportation - Buses for Field Trips 199 - 199 PIC 11 - Instructional Services - 199.11.6494.000.114.11.0.114 - \$2,500, Student Travel - Entry Fees 199 - 199 PIC 11 - Instructional Services - 199.11.6412.000.114.11.0.114 - \$2,500, Student Travel - Entry Fees 211 - 211 - Title I, Part A - 211.11.6412.000.114.30.0.000.FBG24 - \$2,000

Strategy 3 Details

Strategy 3: To support Family Engagement and strengthen learning opportunities at home, family academic events and parent learning opportunities will take place. Some of these possible events include Family Math Nights, Family Literacy Nights, Parent Literacy Classes, Family Library nights, and English as a Second Language classes.

Coffee with the Principal meetings will focus on family supports. Snacks for the coffees will be purchased.

To support Math and Literacy events, math resources, book packets, and writing materials will be purchased.

To increase parent communication with families who speak languages other than English, SBE will contract a translation service.

Strategy's Expected Result/Impact: Active family engagement will strengthen learning habits at home.

Staff Responsible for Monitoring: Administrators

CIS/Counselor

Teachers

Librarian

Admin Assistant

Title I:

4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Reading Materials for Parents 211 - 211 - Title I, Part A - 211.61.6329.000.114.30.0.000.FBG24 - \$419, Supplies and Materials for Parent Events/Classes 211 - 211 - Title I, Part A - 211.61.6399.000.114.30.0.000.FBG24 - \$1,000, Snacks for Parent Coffees/Events - 211 - Title I, Part A - 211.61.6499.000.114.30.0.000.FBG24 - \$600, Translation Service to Communicate with Parents - 211 - Title I, Part A - 211.61.6299.000.114.30.0.000.FBG24 - \$800

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2024, Spring Branch Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 3 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 68%/37% (Reading); 73%/40% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details
<p>Strategy 1: Grade level teams will meet weekly to collaborate as a Professional Learning Community (PLC), discuss student performance, plan assessments, address student behaviors, review roadmaps, and more.</p> <p>Strategy's Expected Result/Impact: Teachers' collaborative efforts will increase the quality of instruction and student performance.</p> <p>Staff Responsible for Monitoring: Administration ILT Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: Instructional resources, supplies, and materials will be purchased for teachers to use with their students to increase their skills in all content areas. This includes our EB/ESL, Special Ed, and At Risk Students. Online resources will also be purchased to support the practice of testing strategies/skills.

Strategy's Expected Result/Impact: Students' skills in all content areas will improve, as will their performance on the STAAR at all performance levels.

Staff Responsible for Monitoring: Administration, Admin Asst., ILT members

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies and Materials 199 Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.114.11.0.114 - \$6,085, Library/Other Reading Materials 199 Budget - 199 PIC 11 - Instructional Services - 199.11.6329.000.114.11.0.114 - \$1,000, Library/Other Reading Materials 211 Budget - 211 - Title I, Part A - 211.12.6329.000.114.30.0.000.FBG24 - \$9,000, Supplies and Materials 211 Budget - 211 - Title I, Part A - 211.11.6399.000.114.30.0.000.FGB24 - \$59,571, Sp Ed Supplies 199 - 199 PIC 23 - Special Education - 199.11.6399.000.114.23.0.114 - \$570, Bilingual Supplies 199 - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.114.25.0.114 - \$5,080, At Risk (Compensatory) Supplies 199 - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.114.30.0.114 - \$8,880

Strategy 3 Details

Strategy 3: District Literacy Coaches and SBE Math MCL meet weekly with 3rd - 5th grade teams to review student data, adjust small groups, and plan small group instruction.

Strategy's Expected Result/Impact: Students will make significant progress in their literacy and math skills.

Staff Responsible for Monitoring: Literacy Coaches

Math MCL

Administrators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2024, Spring Branch Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 4 component points.

2022-23: 17 of 24 Academic Achievement Points Met; 70.8% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: Purchase technology and utilize software programs (Edusmart, RAZ Kids) to support blended learning environments and personalized learning. To meet the technology needs of the campus, SBE will purchase technology equipment (hardware), if needed.

Strategy's Expected Result/Impact: Student will receive personalized learning pathways which will increased student achievement.

Staff Responsible for Monitoring: Administration

- Teachers
- Interventionists
- Instructional Specialists

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Software General Funds RAZ Kids and more - 199 PIC 11 - Instructional Services - 199.11.6397.000.114.30.0.114 - \$9,400, Software Title I Funds Edusmart - 211 - Title I, Part A - 211.11.6397.000.114.30.0.000.FGB24 - \$3,000, Tech Hardware Title I Funds - 211 - Title I, Part A - 211.11.6398.000.114.30.0.000.FGB24 - \$3,000

Strategy 2 Details

Strategy 2: Students in 3rd, 4th, and 5th grade will participate in RtI small group instruction daily. Specific students will be chosen to work on specific skills by teachers who are most comfortable/adept at teaching those skills.

Strategy's Expected Result/Impact: By working on specific skills daily, students will improve academically and demonstrate progress on assessments.

Staff Responsible for Monitoring: Teachers

ILT

Administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 54% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: SBISD Multilingual Department and Dr. Mercuri's Consultants will work with our K - 5th teachers on developing and strengthening the implementation of the Cross Linguistic Connections and other English acquisition instructional strategies.

Strategy's Expected Result/Impact: Through the routine implementation of the English acquisition instructional strategies like CLC and PVR, our EB students will make great gains as measured by TELPAS.

Staff Responsible for Monitoring: Administrators
Teachers
ILT

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: K - 2 bilingual teachers will use their English Language Development time (30 minutes) for explicit and direct instruction in English. Lessons are planned weekly.

Strategy's Expected Result/Impact: Students in K - 2 will strengthen their English language skills as measured by TELPAS.

Staff Responsible for Monitoring: Teachers
Administrators
ILT

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 3 Details

Strategy 3: Through daily implementation of English phonics and writing instruction in all bilingual classrooms, our EB/ESL students will increase and strengthen their reading and vocabulary skills.

Strategy's Expected Result/Impact: Students' reading skills and reading levels will increase in all grade levels.

Staff Responsible for Monitoring: Teachers

ILT

Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: EARLY LITERACY: By June 2024, Spring Branch Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: Kinder - 2nd grade interventions will take place during the RtI block (30 minutes per day) and independent reading time. The small group work will focus on specific skills such as letter sounds, vocabulary, phonics, decoding and encoding. Additionally, these teams will have the support of two reading interventionists to provide small group interventions, modeling, coaching, and feedback. Decodable books will be purchased.

Strategy's Expected Result/Impact: Students selected for RtI small group instruction will have at least one year's growth in reading skills.

Staff Responsible for Monitoring: Teachers, Interventionists, Administration

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Purchase Decodable Books - 211 - Title I, Part A - 211.11.6329.000.114.30.0.000.FBG24 - \$4,000

Strategy 2 Details

Strategy 2: Teachers in grades Kinder, 1st, and 2nd will work with the LIS on phonics training and utilize all of the phonics curriculum resources to provide students with a strong literacy foundation.

Teachers will use a tracker to monitor student progress on their literacy skills.

Strategy's Expected Result/Impact: We will see increased teacher capacity around phonics instruction and an increase in student reading skills.

Staff Responsible for Monitoring: LIS, Teachers, Interventionists

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Through TX-KEA and MAP Reading Fluency, K and 1st grade students will be screened for dyslexia and will receive interventions from teachers and interventionists.

Strategy's Expected Result/Impact: Improvement in the reading skills of students

Staff Responsible for Monitoring: Teachers, CAIS, Interventionists

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: EARLY NUMERACY: By June 2024, Spring Branch Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 3 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: District Math coach will focus on supporting math instruction in K - 2nd by planning with teams to create whole and small group lessons, observing, modeling, and providing feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Math instruction will strengthen the number concepts of our students so that they are able to meet expectations on the EOY math screeners.</p> <p>Staff Responsible for Monitoring: Math Coach Teachers ILT Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: Number Talks implemented daily in all K - 2 classrooms in order to build a strong sense of numbers.

Strategy's Expected Result/Impact: Students will be able to compose and decompose numbers based on their grade level TEKS and perform at expected levels or higher on the EOY math screeners.

Staff Responsible for Monitoring: Teachers

Math Coach

Administrators

ILT

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Spring Branch Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: ADVANCED COURSES: By June 2024, Spring Branch Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Identify students that are performing at the higher levels in reading and math and provide them with more rigorous instruction and practice during RtI time.

Strategy's Expected Result/Impact: These students will improve their performance on the PSTAAR, STAAR, and district assessments and qualify for advanced coursework in reading and math at the middle schools.

Staff Responsible for Monitoring: Teachers
ILT

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Teachers will complete their initial GT training (30 hours) or maintain their 6 hours yearly to meet the needs of their GT students.

Strategy's Expected Result/Impact: They will provide GT students with instruction that challenges and increases their academic skills and more.

Staff Responsible for Monitoring: Teachers
Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 2: STUDENT SUPPORT. Spring Branch Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Spring Branch Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: The Core Characteristic lessons will be conducted by the counselor in the classrooms or during lunchtime to help strengthen the six Core Characteristics that students will need to master by high school graduation.

Strategy's Expected Result/Impact: Our students will start to display the Core Characteristics in their everyday interactions and actions.

Staff Responsible for Monitoring: Counselor, Teachers, Administration, and Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: The counselor will provide prompts focused on the Core Characteristics to teachers, so they can use them in their Community Circle time with students.

Strategy's Expected Result/Impact: Community Circle conversations will result in increased student awareness of the six Core Characteristics.

Staff Responsible for Monitoring: Counselor, Teachers, Staff

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Morning Announcements will include a daily Core Characteristic with an example that will celebrate student(s) who exemplify the characteristic.

Strategy's Expected Result/Impact: Celebrating students who exemplify a characteristic will deepen understanding and cause students to want to demonstrate the core characteristics.

Staff Responsible for Monitoring: Counselor, Principal

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Counselor will purchase resources/supplies that will help support students' well-being.

Strategy's Expected Result/Impact: Our students' emotional well-being needs will be supported.

Staff Responsible for Monitoring: Counselor, Admin Assistant

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

- Targeted Support Strategy

Funding Sources: Counselor Supplies 199 - 199 PIC 99 - Undistributed - 199.31.6399.000.114.99.0.114 - \$750

Goal 2: STUDENT SUPPORT. Spring Branch Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, Spring Branch Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: To support instruction and learning, Title I funds are used to fund 100% of a Math Multi-classroom leader and 65% of the Bilingual Interventionist. The remaining 35% of the Bilingual interventionist comes from trading a LEP assistant unit.

*These interventionists and the entire ILT will support grade level teams with clearly defined roles and responsibilities, including planning, coaching, and modeling.

*They provide small group instruction to K - 5th students as part of the implementation of the daily RtI interventions.

*Members of the ILT use a Support Tracker to maintain a record of the assistance they provide teachers and students.

Strategy's Expected Result/Impact: We will see increased student achievement for all struggling students in Math and Reading so that the impact on instruction and student performance by the MCL and interventionist is evident to stakeholders.

Staff Responsible for Monitoring: Principal, Asst. Principal

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Salary/Fringe Benefits for Math MCL and Bilingual Interventionist - 211 - Title I, Part A - 211.11.6119.000.114.30.0.000.FBG24 - \$148,485

Strategy 2 Details

Strategy 2: Provide after school tutorials and/or Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.

Strategy's Expected Result/Impact: Increase mastery of grade level TEKS and advanced proficiency scale levels.

Staff Responsible for Monitoring: Administration, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Tutorials and Saturday Camps Extra Duty Professional - 211 - Title I, Part A - 211.11.6116.000.114.30.0.000.FGB24 - \$30,000, Transportation for Tutorials - 211 - Title I, Part A - 211.11.6494.000.114.30.0.000.FGB24 - \$8,000, Paraprofessional Overtime for Tutorials - 211 - Title I, Part A - 211.11.6121.000.114.30.0.000.FGB24 - \$2,500, Front Office Paras for Tutorials - 211 - Title I, Part A - 211.11.6125.000.114.30.0.000.FGB23 - \$3,000

Goal 2: STUDENT SUPPORT. Spring Branch Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Spring Branch Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Perfect Attendance will be celebrated at the end of every 9 week period during the Recognition Ceremonies.

Strategy's Expected Result/Impact: Improved attendance rates and on time arrivals

Staff Responsible for Monitoring: ADA, Administration, Counselor, Teachers

Title I:

2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Conferences will be held with parents of students with excessive absences in order to develop a plan to improve attendance.

Strategy's Expected Result/Impact: Increased parent involvement to improve attendance

Staff Responsible for Monitoring: Administration, ADA

Title I:

2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: We will utilize Positive Behavior Interventions and Supports, which is a set of ideas and tools used school-wide to improve students' behavior. At SBE, we focus on four core behaviors, Positive Attitude, Always be Respectful, Work Hard, and Safe/Smart Choices (PAWS), in all areas of our building.

Strategy's Expected Result/Impact: Improved student behaviors as measured by improved behavior data and academic achievement

Staff Responsible for Monitoring: PBIS Committee, Administration, Teachers, and Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: SBE students will earn PAWS points from SBE teachers and staff throughout the day for demonstrating PAWS and Core Characteristics. Twice a month all students will redeem their PAWS points and "shop" at the SBE Bear Market.

Strategy's Expected Result/Impact: Improved student behavior in all areas of our building

Staff Responsible for Monitoring: PBIS Committee, Counselor, Administration, Teachers, and Staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Campus principal will recruit a safety team and provide a roster. Campus team will meet three times per year so that we will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Principal Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

Goal 3: SAFE SCHOOLS. Spring Branch Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs Staff training documents maintained. EOP submitted by September 1st</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p>

Goal 4: FISCAL RESPONSIBILITY. Spring Branch Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>
Strategy 2 Details
<p>Strategy 2: Funds are allocated to provide substitutes for support personnel when they are absent.</p> <p>Strategy's Expected Result/Impact: Support provided by paraprofessionals will continue on a daily basis.</p> <p>Staff Responsible for Monitoring: Admin Assistant, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Subs for Paraprofessionals 199 - 199 PIC 11 - Instructional Services - 199.11.6122.000.114.11.0.114 - \$1,960, Subs for Sp Ed Paraprofessionals 199 - 199 PIC 99 - Undistributed - 199.23.6122.000.114.99.0.114 - \$420</p>
Strategy 3 Details
<p>Strategy 3: To help the operation of the front office, funds will be allocated to cover the cost of repairs of machines in the building such as the front office copier and the library machines. Additional funds will be allocated for office supplies.</p> <p>Strategy's Expected Result/Impact: The machines will continue to work and support school initiatives such data disaggregation, student reports, family communication, and more.</p> <p>Staff Responsible for Monitoring: Admin Assistant, Front office staff</p> <p>Funding Sources: Repair of Library Machines - 199 PIC 11 - Instructional Services - 199.11.6249.000.114.30.0.114 - \$1,500, Front Office Color Copier - 199 PIC 99 - Undistributed - 199.23.6269.000.114.99.0.114 - \$4,200</p>

Strategy 4 Details

Strategy 4: Supplies for the clinic will be purchased.

Strategy's Expected Result/Impact: The supplies will be used to tend to the health needs of our students.

Staff Responsible for Monitoring: Nurse, Admin Assistant

Funding Sources: Clinic Supplies - 199 PIC 99 - Undistributed - 199.33.6249.000.114.99.0.114 - \$1,000

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Teachers PD Gen Funds	199.11.6112.000.114.32.0.114	\$1,300.00
1	1	2	Transportation - Buses for Field Trips 199	199.11.6494.000.114.11.0.114	\$2,500.00
1	1	2	Student Travel - Entry Fees 199	199.11.6412.000.114.11.0.114	\$2,500.00
1	2	2	Supplies and Materials 199 Budget	199.11.6399.000.114.11.0.114	\$6,085.00
1	2	2	Library/Other Reading Materials 199 Budget	199.11.6329.000.114.11.0.114	\$1,000.00
1	3	1	Software General Funds RAZ Kids and more	199.11.6397.000.114.30.0.114	\$9,400.00
4	1	2	Subs for Paraprofessionals 199	199.11.6122.000.114.11.0.114	\$1,960.00
4	1	3	Repair of Library Machines	199.11.6249.000.114.30.0.114	\$1,500.00
Sub-Total					\$26,245.00
Budgeted Fund Source Amount					\$26,245.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Sp Ed Supplies 199	199.11.6399.000.114.23.0.114	\$570.00
Sub-Total					\$570.00
Budgeted Fund Source Amount					\$570.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Bilingual Supplies 199	199.11.6399.000.114.25.0.114	\$5,080.00
Sub-Total					\$5,080.00
Budgeted Fund Source Amount					\$5,080.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	At Risk (Compensatory) Supplies 199	199.11.6399.000.114.30.0.114	\$8,880.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$8,880.00
Budgeted Fund Source Amount					\$8,880.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Food/snacks for on campus PD	199.13.6499.000.114.99.0.114	\$3,500.00
2	1	4	Counselor Supplies 199	199.31.6399.000.114.99.0.114	\$750.00
4	1	2	Subs for Sp Ed Paraprofessionals 199	199.23.6122.000.114.99.0.114	\$420.00
4	1	3	Front Office Color Copier	199.23.6269.000.114.99.0.114	\$4,200.00
4	1	4	Clinic Supplies	199.33.6249.000.114.99.0.114	\$1,000.00
Sub-Total					\$9,870.00
Budgeted Fund Source Amount					\$9,870.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Teachers PD Title I Funds	211.11.6112.000.114.30.0.000.FBG24	\$5,000.00
1	1	1	Region 4 Principal PD Opportunities Title I Funds	211.23.6239.000.114.30.0.000.FGB24	\$200.00
1	1	1	PD at Region 4 211 Budget	211.13.6239.000.114.30.0.000.FGB24	\$500.00
1	1	1	Teacher Conference Registration Fee Title I funds	211.13.6411.000.114.30.0.000.FGB24	\$800.00
1	1	2	Student Travel - Entry Fees 211	211.11.6412.000.114.30.0.000.FGB24	\$2,000.00
1	1	3	Snacks for Parent Coffees/Events	211.61.6499.000.114.30.0.000.FBG24	\$600.00
1	1	3	Supplies and Materials for Parent Events/Classes 211	211.61.6399.000.114.30.0.000.FBG24	\$1,000.00
1	1	3	Translation Service to Communicate with Parents	211.61.6299.000.114.30.0.000.FBG24	\$800.00
1	1	3	Reading Materials for Parents 211	211.61.6329.000.114.30.0.000.FBG24	\$419.00
1	2	2	Supplies and Materials 211 Budget	211.11.6399.000.114.30.0.000.FGB24	\$59,571.00
1	2	2	Library/Other Reading Materials 211 Budget	211.12.6329.000.114.30.0.000.FBG24	\$9,000.00
1	3	1	Software Title I Funds Edusmart	211.11.6397.000.114.30.0.000.FGB24	\$3,000.00
1	3	1	Tech Hardware Title I Funds	211.11.6398.000.114.30.0.000.FGB24	\$3,000.00
1	5	1	Purchase Decodable Books	211.11.6329.000.114.30.0.000.FBG24	\$4,000.00
2	2	1	Salary/Fringe Benefits for Math MCL and Bilingual Interventionist	211.11.6119.000.114.30.0.000.FBG24	\$148,485.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Front Office Paras for Tutorials	211.11.6125.000.114.30.0.000.FGB23	\$3,000.00
2	2	2	Paraprofessional Overtime for Tutorials	211.11.6121.000.114.30.0.000.FGB24	\$2,500.00
2	2	2	Transportation for Tutorials	211.11.6494.000.114.30.0.000.FGB24	\$8,000.00
2	2	2	Tutorials and Saturday Camps Extra Duty Professional	211.11.6116.000.114.30.0.000.FGB24	\$30,000.00
Sub-Total					\$281,875.00
Budgeted Fund Source Amount					\$281,875.00
+/- Difference					\$0.00
Grand Total Budgeted					\$332,520.00
Grand Total Spent					\$332,520.00
+/- Difference					\$0.00