

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



Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

Vision

CBE will empower students to be life long learners so that every student achieves academic success and personal independence.

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

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

Enrollment trends showed an increase of 23 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment then decreased by 13 students from the 2021-2022 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 657

2021-2022: Enrollment – 670

2020-2021: Enrollment – 647

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Cedar Brook 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, 58.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 70.2% At-Risk; 4% Immigrant; 2.1% Homeless; 13.1% of students were identified for special education services; and 6.7% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 41 (6.2%)

2021-2022: African American – 32 (4.8%)

2020-2021: African American – 22 (3.4%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – 0 (0.0%)

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 14 (2.1%)

2021-2022: Asian – 9 (1.3%)

2020-2021: Asian – 12 (1.9%)

2022-2023: Hispanic – 553 (84.2%)

2021-2022: Hispanic – 584 (87.2%)

2020-2021: Hispanic – 555 (85.8%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2022-2023: White – 31 (4.7%)
2021-2022: White – 32 (4.8%)
2020-2021: White – 44 (6.8%)

2022-2023: Two-or-more – 15 (2.3%)
2021-2022: Two-or-more – 13 (1.9%)
2020-2021: Two-or-more – 14 (2.2%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 461 (70.2%)
2021-2022: At-Risk – 496 (74.0%)
2020-2021: At-Risk – 474 (73.3%)

2022-2023: Economically Disadvantaged – 482 (73.4%)
2021-2022: Economically Disadvantaged – 498 (74.3%)
2020-2021: Economically Disadvantaged – 497 (76.8%)

2022-2023: Emergent Bilingual/English Learner – 387 (58.9%)
2021-2022: Emergent Bilingual/English Learner – 417 (62.2%)
2020-2021: Emergent Bilingual/English Learner – 393 (60.7%)

2022-2023: Gifted and Talented – 44 (6.7%)
2021-2022: Gifted and Talented – 35 (5.2%)
2020-2021: Gifted and Talented – 38 (5.9%)

2022-2023: Homeless – 14 (2.1%)
2021-2022: Homeless – 7 (1.0%)
2020-2021: Homeless – 5 (0.8%)

2022-2023: Immigrant – 26 (4.0%)
2021-2022: Immigrant – 47 (7.0%)
2020-2021: Immigrant – 40 (6.2%)

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

2022-2023: Special Education – 86 (13.1%)
2021-2022: Special Education – 72 (10.8%)
2020-2021: Special Education – 65 (10.1%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 94.8%

2019-2020: 98.1%

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

Chronic Absenteeism:

2020-2021: 18.3%

2019-2020: 4.7%

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

Demographics Strengths

- Student demographics have remained consistent over the past three years
- Special Education percentage has increased over the past three years
- Students identified for Gifted and Talented services increased

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates have decreased since 2019. **Root Cause:** Increase of chronic absences since the pandemic.

Problem Statement 2: Learning gaps are created when students are not enrolled for a full academic year (students newly enrolled in US schools are not enrolled for a full year).

Root Cause: Students newly enrolled in US schools have not had much schooling, thus are academically behind. Time is required to adjust to routines, procedures, academic rigor, culture, language, and the learning pace in a US school.

Student Achievement

Student Achievement Summary

Cedar Brook 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 - 67% Approaches; 33% Meets; 16% Masters

2021: 3rd Grade Reading - 67% Approaches; 39% Meets; 20% Masters

2022: 4th Grade Reading - 69% Approaches; 46% Meets; 23% Masters

2021: 4th Grade Reading - 58% Approaches; 26% Meets; 9% Masters

2022: 5th Grade Reading - 77% Approaches; 55% Meets; 36% Masters

2021: 5th Grade Reading - 75% Approaches; 54% Meets; 37% 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 - 41% Approaches; 14% Meets; 7% Masters

2021: SPED All Grades Reading - 9% Approaches; 3% Meets; 0% Masters

2022: EB/EL All Grades Reading - 64% Approaches; 35% Meets; 19% Masters

2021: EB/EL All Grades Reading - 59% Approaches; 31% Meets; 14% Masters

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

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 76% Approaches; 55% Meets; 21% Masters

2021: 3rd Grade Mathematics - 54% Approaches; 24% Meets; 10% Masters

2022: 4th Grade Mathematics - 67% Approaches; 36% Meets; 18% Masters

2021: 4th Grade Mathematics - 73% Approaches; 51% Meets; 28% Masters

2022: 5th Grade Mathematics - 71% Approaches; 48% Meets; 25% Masters

2021: 5th Grade Mathematics - 72% Approaches; 46% Meets; 42% 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 - 30% Approaches; 11% Meets; 7% Masters

2021: SPED All Grades Mathematics - 9% Approaches; 0% Meets; 0% Masters

2022: EB/EL All Grades Mathematics - 70% Approaches; 42% Meets; 16% Masters

2021: EB/EL All Grades Mathematics - 61% Approaches; 34% Meets; 21% Masters

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

Student Achievement Strengths

- Overall academic performance on STAAR improved in all content areas at the approaches, meets, and masters levels.
- Academic performance for students served in special education improved in all content areas at the approaches, meets, and masters levels.
- Academic performance for students as Emergent Bilingual/English Learner improved in all content areas at the approaches, meets, and masters levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Even though academic performance for SPED students has improved, it continues to lag behind the other numbers. **Root Cause:** Students with learning disabilities or other disabilities may lack foundational skills and are often below grade level.

Problem Statement 2: Even though academic performance for EB students has improved, it continues to lag behind all numbers. **Root Cause:** Students entering school with minimum schooling may struggle with academic vocabulary.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Cedar Brook Elementary School 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%)

2021-2022: Beginning – 3 FTE (6.4%)

2020-2021: Beginning – 2.9 FTE (7%)

2022-2023: 1-5 Years – 16 FTE (36.2%)

2021-2022: 1-5 Years – 14 FTE (29.7%)

2020-2021: 1-5 Years – 14.7 FTE (35.3%)

2022-2023: 6-10 Years – 11 FTE (24.9%)

2021-2022: 6-10 Years – 10 FTE (21.2%)

2020-2021: 6-10 Years – 5.9 FTE (14.2%)

2022-2023: 11-20 Years – 12 FTE (27.1%)

2021-2022: 11-20 Years – 14.1 FTE (29.9%)

2020-2021: 11-20 Years – 12.1 FTE (29.1%)

2022-2023: Over 20 Years – 5.2 FTE (11.8%)

2021-2022: Over 20 Years – 6 FTE (12.7%)

2020-2021: Over 20 Years – 6 FTE (14.4%)

2022-2023: Total – 44.2 FTE (100%)

2021-2022: Total – 47.1 FTE (100%)

2020-2021: Total – 41.6 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- CBE staff members are engaged in the PLC process as active participants in data analysis to better understand low performing areas and target individual student needs.
- Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continues cycles of improvement.

- Mentoring program providing new staff with support from master teachers.
- Over 60 % of teachers have 10 years or more experience.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Lack of PLC/ Faculty meetings that promote open discussions on campus/district issues and trainings. **Root Cause:** All K- 3rd grade teachers, sped teachers, librarian, and administrators participated in Reading Academy during the 22-23 school year.

Problem Statement 2: Increase of behavior referrals. **Root Cause:** Lack of teaching and modeling consistent campus expectations.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Cedar Brook 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

Cedar Brook 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

- Active Parent Teacher Association (PTA) & Community partnerships (CPC and Emerson)
- Reading Buddies tutoring program and the Duchesne Volunteers are active programs on our campus
- Family engagement tools/strategies to connect with families (Class Dojo, Newsletters, School Messenger, printed flyers)
- Communities in School (CIS) provides specialized supports for our students and families.
- Parent classes
- Hosted family events like The Children's Museum Family learning events (one in fall and one in spring), Literacy and Math Night, and Musical Showcases throughout the school year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Daily parent volunteer group is the same and sometimes might not feel like part of the PTA. **Root Cause:** Parents might not feel comfortable to help with PTA events due to language or social groups.

Problem Statement 2: Lack of parental knowledge in academic support at home. **Root Cause:** Parents have a modest education and limited familiarity of US education. Parents work long hours to provide for basic needs for their families.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2024, Cedar Brook 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, 5 percentage points in meets, and 5 percentage points in masters.

2022-23: Reading: 76% (approaches), 50% (meets), 26% (masters); Math: 86% (approaches), 59% (meets), 30% (masters) Baseline Year

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

Strategy 1 Details

Strategy 1: Implement campus -wide intervention: Grade level teachers, resource teachers, interventionist, and MCL teams will pull intervention groups using reading and math data from a variety of sources. Technology software and technology devices will be purchased to support campus intervention groups. (Ex- Achieve 3000- Smarty Ants, Raz Kids, A-Z, A-Z Vocabulary, and Gizmos).

Strategy's Expected Result/Impact: Overall improvement in student performance both formative and summative across all subgroups.

Feedback from staff and students in relationship to rigor and differentiation.

Small group records reflecting variable, differentiated groups in reading and math

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Interventionists

MCLs

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Raz Kids, A-Z, A-Z Vocabulary - 211 - Title I, Part A - 211.11.6397 - \$8,287.50, Achieve 3000- Smarty Ants - 211 - Title I, Part A - 211.11.6397 - \$2,621, Gizmos - 211 - Title I, Part A - 211.11.6397 - \$2,695.50, Software - 211 - Title I, Part A - 211.11.6397 - \$1,396

Strategy 2 Details

Strategy 2: CBE will follow and implement district curriculum in all grade levels.

Strategy's Expected Result/Impact: Overall improvement in student performance.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

MCLs

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Strategy 3 Details

Strategy 3: TWDL Content and Language Allocation Implementation, school-wide implementation of the CBE Dual Language Non Negotiables, and professional development will be provided to strengthen and support our dual language programs.

Strategy's Expected Result/Impact: Consistency and alignment across the DL programs.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Lead

Interventionist

MCLs

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: MCL's and Intervention Specialists will provide small group instruction, modeling, coaching, and co-teach opportunities for teachers.

Strategy's Expected Result/Impact: Overall improvement in student performance and build teacher capacity.

Staff Responsible for Monitoring: Teachers

Interventionists

Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Teacher & Professional Salary - 211 - Title I, Part A - 211.11.6119 - \$67,874.58

Strategy 5 Details

Strategy 5: Teachers, administrators, counselor, students, and staff members will be provided with materials, resources, and professional development to meet or exceed growth expectations.

Substitutes will be provided in some cases during staff development, for teacher conferences, teacher planning time (Collaborative Planning meetings), and testing sessions.

Purchase reading materials, student workbooks (Math Warm-Ups) , consumables, books, computer software, resources, instructional books for teachers/ administrators, technology equipment and materials to support student needs.

Strategy's Expected Result/Impact: Improvement in student performance across all subgroups.

Staff Responsible for Monitoring: Admin

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.6

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Reading Materials - 211 - Title I, Part A - 211.11.6329 - \$15,000, Technology - 211 - Title I, Part A - 211.11.6398 - \$5,000, Supplies & Materials - 211 - Title I, Part A - 211.11.6399 - \$53,052, Other reading material - 211 - Title I, Part A - 211.12.6329 - \$5,000, Teacher Staff Dev- Region ESC - 211 - Title I, Part A - 211.13.6239 - \$500, Reading Materials- Teachers - 211 - Title I, Part A - 211.3.6329 - \$3,000, Employee Travel Teacher - 211 - Title I, Part A - 211.13.6411 - \$5,000, Admin Staff Dev- Region ESC - 211 - Title I, Part A - 211.23.6239 - \$500, Misc. Contract Services - 211 - Title I, Part A - 211.23.6299 - \$4,500, Admin Other Reading Materials - 211 - Title I, Part A - 211.23.6329 - \$1,000, Employee Travel (Admin) - 211 - Title I, Part A - 211.23.6411 - \$5,000, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$7,685, General Supplies- Sp Educ - 199 PIC 23 - Special Education - \$530, General Supplies- Bil - 199 PIC 25 - ESL/Bilingual - 199.11.6399 - \$7,580, General Supplies- At Risk - 199 PIC 99 - Undistributed - 199.11.6399.000.124.30.0.124 - \$4,770, Technology Equipment - 199 PIC 11 - Instructional Services - 199.11.6398 - \$3,000, Software - 199 PIC 11 - Instructional Services - 199.11.6397 - \$1,200, Other reading material- A- Risk - 199 PIC 30 - At Risk School Wide SCE - 199.11.6329.000.124.30.0.124 - \$4,770, Substitutes Support Staff - 199 PIC 11 - Instructional Services - 199.11.6122 - \$3,920, Contracted Maintenance Repairs - 199 PIC 11 - Instructional Services - 199.11.6249 - \$750, Miscellaneous contracted services - 199 PIC 11 - Instructional Services - 199.11.62.99 - \$1,085.14, Textbooks - 199 PIC 11 - Instructional Services - 199.11.6321 - \$200, Other Reading Materials - 199 PIC 11 - Instructional Services - 199.11.6329 - \$1,000, Supplies- materials - 199 PIC 11 - Instructional Services - 199.11.6399.936.124.11.0.124 - \$2,250, Misc. Operating Expenses - 199 PIC 11 - Instructional Services - 199.11.64.99 - \$486.56, General-oth Supplies - 199 PIC 99 - Undistributed - 199.12.6399 - \$500, Reading Materials - 199 PIC 99 - Undistributed - 199.12.6329.000 - \$500, Region IV services - 199 PIC 99 - Undistributed - 199.13.6239 - \$200, Travel Employee - 199 PIC 99 - Undistributed - 199.13.6411 - \$2,000, Miscellanies Operating Expense - 199 PIC 99 - Undistributed - 199.13.6499 - \$4,177.24, Substitutes-Support Staff - 199 PIC 99 - Undistributed - 199.23.6122 - \$420, General Supplies -Office - 199 PIC 99 - Undistributed - 199.23.6399 - \$2,060, Travel Employee - 199 PIC 99 - Undistributed - 199.23.6411 - \$1,000, Miscellanies Operating Expense - 199 PIC 99 - Undistributed - 199.23.6499 - \$500, Supplies- Counselor - 199 PIC 99 - Undistributed - 199.31.6399 - \$300, General Supplies- Nurse - 199 PIC 99 - Undistributed - 199.33.6399 - \$3,000, Supply / Material - Security & Monitoring - 199 PIC 99 - Undistributed - 199.52.6399 - \$1,000, Software - 199 PIC 11 - Instructional Services - 199.11.6397 - \$1,200, STAAR Prep Resources - 211 - Title I, Part A - 211.11.6399 - \$3,060

Strategy 6 Details

Strategy 6: Teachers, counselor, and administrators will participate in professional development throughout the school year (Dr. Mercuri Educational Consultants, lead4ward/lead4ward learning series, conferences, and webinars).

Strategy's Expected Result/Impact: Improvement in student performance across all subgroups.

Staff Responsible for Monitoring: Admin

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Contract services- PD/ Training - 211 - Title I, Part A - 211.13.6299 - \$13,000

Strategy 7 Details

Strategy 7: Substitutes will be provided in some cases for professional development, teacher conferences, webinars, teacher planning time (Collaborative Planning meetings), and testing sessions.

Strategy's Expected Result/Impact: Professional growth and development

Support communication between home and school

Improvement in student performance across all subgroups

Staff Responsible for Monitoring: Admin

Teachers

Lead

Interventionist

MCLs

Title I:

2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Substitutes- professional Staff - 211 - Title I, Part A - 211.11.6112.000.124.30.0.000 - \$5,000, Substitutes - 199 PIC 11 - Instructional Services - 199.11.6112.000.124.11.0.124 - \$1,000

Strategy 8 Details

Strategy 8: CBE students will attend study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.

Strategy's Expected Result/Impact: Exposure to new learning and experience different opportunities

Overall increase in student achievement

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Counselor

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

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

Funding Sources: Student Travel - 211 - Title I, Part A - 211.11.6412 - \$7,000, Student Transport - 211 - Title I, Part A - 211.11.6494 - \$7,000, Student Travel - 199 PIC 11

- Instructional Services - 199.11.6412 - \$500, Student Transport - 199 PIC 11 - Instructional Services - 199.11.6494 - \$1,000

Strategy 9 Details

Strategy 9: STAFF: Provide personalized support for students and teachers through instructional specialists (MIS, LIS, STEM, and Interventionists). Support may include coaching, professional development, planning, and intervention groups.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators

MCLs

Interventionist

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: Provide students with real world experiences to increase their background knowledge in the content areas while providing them opportunities to read, write, listen and speak about relevant content experiences. These experiences include students observing the solar eclipse on April 8th, making observations, creating models/drawings, and using these models/drawings to read, write, listen and discuss relevant science content.

Strategy's Expected Result/Impact: Students will apply science practices such as TEKS 2(B) collect and record data by observing; 2(D) analyze data and interpret patterns to construct explanations; 3(B) represent the natural world using models; 4(A) collect, record and analyze information using tools to understand and be able to explain the Earth and Space science content TEKS related to the eclipse experiences.

Staff Responsible for Monitoring: Teachers

Administrators

MCLs

Interventionist

Title I:

2.4, 2.6

- **ESF Levers:**

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

Funding Sources: Solar Eclipse Viewing Glasses - 211 - Title I, Part A - 211.11.6399 - \$768.98

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Cedar Brook Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 68%/32% (Reading); 86%/64% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: Technology lab will be incorporated into the specials rotation so that students are exposed to typing, technology tools/platforms, and software. Technology software and technology devices will be purchased to support campus.

Strategy's Expected Result/Impact: Use software and technology tools to ensure college and career readiness.

Staff Responsible for Monitoring: Digital Lab Monitor/ Associate Teacher
Administration

Title I:

2.5, 2.6

Funding Sources: Support Personnel - 211 - Title I, Part A - 211.11.6129 - \$32,000

Strategy 2 Details

Strategy 2: Using formative assessment practices, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings.

Strategy's Expected Result/Impact: Improvement in student performance data both formative and summative across all subgroups.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

Strategy 3 Details

Strategy 3: Provide after school programs and activities.

Strategy's Expected Result/Impact: Overall increase in student achievement and school belonging.

Staff Responsible for Monitoring: Teachers

MCLs

Interventionists

Administration

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Over Time - 211 - Title I, Part A - 211.11.6121. - \$1,500

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Cedar Brook 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: 18 of 24 Academic Achievement Points Met; 75% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: After school tutorials will be conducted.</p> <p>Strategy's Expected Result/Impact: Improvement in overall student performance. Meet House Bill 1416 requirements for intermediate grade levels.</p> <p>Staff Responsible for Monitoring: Teachers MCL Interventionists Administration</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Other payroll payments - 211 - Title I, Part A - 211.11.6116 - \$10,000</p>

Strategy 2 Details

Strategy 2: Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments.

Strategy's Expected Result/Impact: Improvement in overall student performance across all subgroups.
Feedback from staff and students in relationship to rigor and differentiation.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **ESF Levers:**

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

Strategy 3 Details

Strategy 3: Monitor progress of students from the previous academic year ("Watch list") and provide remediation through instructional practices and supplemental materials. CBE will actively monitor student progress and discuss during Collaborative Planning Meetings and other data meetings.

Strategy's Expected Result/Impact: Improvement overall in student performance across all subgroups.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Strategy 4 Details

Strategy 4: Teachers will design and deliver grade level instruction that targets specific essential standards.

Strategy's Expected Result/Impact: Growth in student performance across all subgroups.

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

MCLs

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Teachers will use data to design and conduct small group lessons to meet the needs of all students. MCLs will support grade level teams through the planning process and share resources if needed. Teachers will also plan and differentiate workstations.

Strategy's Expected Result/Impact: Intentional and strategic differentiation of small group lessons and workstations for all students

Overall student academic growth

Staff Responsible for Monitoring: Administrators

Team leaders

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Goal 1: STUDENT ACHIEVEMENT. Cedar Brook 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 59% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Teachers will participate in professional development and then incorporate practices/ strategies learned to better support the needs of our emergent bilingual and English Learners.</p> <p>Strategy's Expected Result/Impact: Increase composite scores Improvement is overall student performance.</p> <p>Staff Responsible for Monitoring: Teachers MCL Interventionists Administration</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: Professional development training will be provided by the Multilingual Department on ELPS, Oral - Effective Strategies for Emergent Bilingual students, and Preview-View- Review. Teachers will implement strategies learned .</p> <p>Strategy's Expected Result/Impact: Overall student growth & increase composite scores.</p>

Strategy 3 Details

Strategy 3: Teachers will implement strategies learned through Reading Academy during the ELD block for grades K-2 and embed in all content instruction. Resources will be purchased to support instruction.

Strategy's Expected Result/Impact: Overall student growth & increase composite scores.

Staff Responsible for Monitoring: Teachers

Administration

Team Leaders

MCLs

Title I:

2.4, 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

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

Performance Objective 5: EARLY LITERACY: By June 2024, Cedar Brook 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: K-2 Teachers will receive phonics professional development. Teachers will implement phonics instructional practices daily to support and provide students with a strong literacy foundation.

Strategy's Expected Result/Impact: Build teacher capacity around phonics instruction and increase student reading levels.

Staff Responsible for Monitoring: Teachers

MCL'S

LIS

Interventionists

Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Cedar Brook Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: Kinder teachers will analyze TX-KEA data and conduct targeted whole group and small groups lessons.</p> <p>Strategy's Expected Result/Impact: Increase reading levels, phonological awareness and language development.</p> <p>Staff Responsible for Monitoring: K Teachers Interventionist MCL Administration LIS</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels (Ex-Achieve 3000- Smarty Ants, Raz Kids, A-Z, A-Z Vocabulary, and Gizmos) .

Strategy's Expected Result/Impact: Improvement in student performance across all subgroups.

Staff Responsible for Monitoring: Admin

Teachers

Lead

Interventionist

MCLs

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Cedar Brook 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
<p>Strategy 1: Teachers will complete GT certification/training that will allow them to implement and evaluate differentiated curriculum to meet the needs of gifted students.</p> <p>Strategy's Expected Result/Impact: Differentiate classroom instruction and provide rigorous lessons to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrators</p> <p>Title I: 2.4</p>

Goal 2: STUDENT SUPPORT. Cedar Brook 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, Cedar Brook 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
<p>Strategy 1: Implementation of school-wide Community Circles.</p> <p>Strategy's Expected Result/Impact: Increase in school connectedness and positive student teacher relationships. Increase sense of belonging and student pride.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: School counselor will plan and carry out Red Ribbon Week and GenTX week experiences. Materials/ resources for students will be purchased.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased sense of belonging</p> <p>Staff Responsible for Monitoring: Admin Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: Counselor will conduct guidance lessons in classes and in small group.

Strategy's Expected Result/Impact: Increased positive behavior

Increased student engagement

Increased sense of belonging

Decrease bullying

Staff Responsible for Monitoring: Admin

Counselor

Teachers

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Assemblies will be scheduled to prompt Red Ribbon week and to promote PBIS.

Strategy's Expected Result/Impact: Bring awareness to Red Ribbon week, Increase sense of belonging and student pride. Decrease in student discipline.

Staff Responsible for Monitoring: Counselor

Teachers

PBIS Committee

Administration

Strategy 5 Details

Strategy 5: Provide leadership opportunities for students through safety patrol, Bulldog Broadcast Team, etc.

Strategy's Expected Result/Impact: To increase student leadership and acquire new skills, thus implementing SBISD Core Characteristics

Staff Responsible for Monitoring: Counselor

Librarian

Teachers

Administrators

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

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

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

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Implementation of PBIS & Project Class school-wide.

Materials, supplies, and resources will be purchased for the implementation of PBIS.

Strategy's Expected Result/Impact: Increase sense of belonging and student pride. Decrease in student discipline.

Staff Responsible for Monitoring: Teachers

PBIS Committee

Administration,

Title I:

2.5, 2.6

- **ESF Levers:**

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

Strategy 2 Details

Strategy 2: Partnership with Community In Schools with the focus of parent educational classes that support student academics, social emotional development, educate parents, and foster home and school connections.

Strategy's Expected Result/Impact: Increase parental involvement, foster home and school connections, build positive relationships, and overall enhance sense of belonging and student pride.

Staff Responsible for Monitoring: CIS

ADMIN

Teachers

Parents

Community

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Reading Materials - 211 - Title I, Part A - 211.61.6329 - \$1,000, Supplies and materials - 211 - Title I, Part A - 211.61.6399 - \$1,456, Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499 - \$600

Strategy 3 Details

Strategy 3: Partnership with the Children's Museum- CBE will offer Family Learning Nights focused on Math, Reading and other content areas.

Strategy's Expected Result/Impact: Increase community involvement and support our Campus and District priorities/ goals.

Staff Responsible for Monitoring: Admin

CIS

Teachers

Title I:

2.5, 2.6, 4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Contracted Services- Family learning Nights/Events - 211 - Title I, Part A - 211.61.6299 - \$5,700

Strategy 4 Details

Strategy 4: CSHAC: Committee engages the staff and community through: Health Fair and Employee on site vaccination day.

Strategy's Expected Result/Impact: Increase community involvement and relationships and foster health awareness.

Staff Responsible for Monitoring: CSHAC Committee

Title I:

2.6, 4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Enrichment Program will be offered to students during the summer.

Payroll for teachers, support staff, and substitutes. Purchase of materials and resources. Computer software, technology equipment, guided reading materials, student workbooks, consumables, books, instructional books for teachers, and materials/resources to support student needs. Field trips and Transportation and operating expenses during summer enrichment.

Strategy's Expected Result/Impact: Expose students to enrichment activities that will promote college and career readiness. Overall increase in student achievement.

Staff Responsible for Monitoring: Admin

Teachers

Enrichment Program Coordinator

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: Assemblies will be conducted to reinforce PBIS campus expectations. Materials, supplies, resources will be purchased to support implementation of PBIS.

Strategy's Expected Result/Impact: Increase sense of belonging and student pride. Decrease in student discipline.

Staff Responsible for Monitoring: Teachers

PBIS Committee

Administration

Title I:

2.6

Strategy 7 Details

Strategy 7: Teachers will attend district Tier II training and implement learning in order provide students with Tier II intervention.

Strategy's Expected Result/Impact: Overall improvement in student performance.

Staff Responsible for Monitoring: Teachers

Administration

Title I:

2.4, 2.6

Strategy 8 Details

Strategy 8: Host Cafe @ CBE parent meetings regarding various topics to support student academics, social emotional development, educate parents, and foster home and school connections.

Strategy's Expected Result/Impact: Increase parental involvement, foster home and school connections, build positive relationships, and overall enhance sense of belonging and student pride.

Staff Responsible for Monitoring: CIS

ADMIN

Teachers

Parents

Community

Title I:

2.6, 4.1, 4.2

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

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

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Conduct parent meetings regarding school attendance and tardies.

Strategy's Expected Result/Impact: Increased attendance rate

Staff Responsible for Monitoring: Admin

ADA

CIS

Counselor

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Class Attendance tracking - Classes will receive recognition and incentives for high attendance rates.

Strategy's Expected Result/Impact: Increased attendance rate

Staff Responsible for Monitoring: Admin

ADA

CIS

Counselor

Title I:

4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Cedar Brook 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: PBIS Committee will train staff members and support with lesson ideas to teach PRIDE Expectations to students.

Strategy's Expected Result/Impact: Decrease in student behavior

Build positive relationships

Enhance sense of belonging and student pride.

Staff Responsible for Monitoring: ADMIN

PBIS Committee

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: PBIS committee will analyze and review discipline data each semester.

Strategy's Expected Result/Impact: Decrease in student behavior (adjust frequency of lessons and Bulldog store)

Staff Responsible for Monitoring: ADMIN

PBIS Committee

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Implement PBIS Store

Strategy's Expected Result/Impact: Decrease in student behavior

Enhance sense of belonging and student pride.

Staff Responsible for Monitoring: ADMIN

PBIS Committee

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Teachers will explicitly teach/model PRIDE expectations (for all areas) and PRIDE Rubric. Teachers will give students Bulldog Bucks when they show PRIDE.

Strategy's Expected Result/Impact: Decrease in student behavior

Build positive relationships

Enhance sense of belonging and student pride.

Staff Responsible for Monitoring: ADMIN

Teachers

PBIS Committee

Title I:

2.6

- **ESF Levers:**

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

Strategy 5 Details

Strategy 5: Conduct assemblies to review PRIDE Expectations and SBISD Core Characteristics.

Strategy's Expected Result/Impact: Review/ learn PRIDE Expectations

Decrease in student behavior

Build positive relationships

Enhance sense of belonging and student pride.

Staff Responsible for Monitoring: Admin

PBIS Committee

Teachers

ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. Cedar Brook 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: Establish a Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.</p> <p>Staff Responsible for Monitoring: Admin Safety Committee members</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Goal 3: SAFE SCHOOLS. Cedar Brook 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: Complete Campus Emergency Operation Procedures (EOP) and train staff at the start of each school year. 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: Complete and Submit EOP by September 1st. Complete staff safety training</p> <p>Staff Responsible for Monitoring: Admin</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: Admin Safety Committee</p>

Goal 4: FISCAL RESPONSIBILITY. Cedar Brook 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 budgets properly.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Admin Administrative Assistant</p>
Strategy 2 Details
<p>Strategy 2: Collaborate with Campus Improvement Team regarding budget allocations.</p> <p>Strategy's Expected Result/Impact: Expenditures reflect the needs of the campus.</p> <p>Staff Responsible for Monitoring: Admin Administrative Assistant CIT Committee members Title I Coordinator</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Technology Equipment	199.11.6398	\$3,000.00
1	1	5	Contracted Maintenance Repairs	199.11.6249	\$750.00
1	1	5	Misc. Operating Expenses	199.11.64.99	\$486.56
1	1	5	Miscellaneous contracted services	199.11.62.99	\$1,085.14
1	1	5	Software	199.11.6397	\$1,200.00
1	1	5	Substitutes Support Staff	199.11.6122	\$3,920.00
1	1	5	Supplies- materials	199.11.6399.936.124.11.0.124	\$2,250.00
1	1	5	Other Reading Materials	199.11.6329	\$1,000.00
1	1	5	Software	199.11.6397	\$1,200.00
1	1	5	Supplies & Materials	199.11.6399	\$7,685.00
1	1	5	Textbooks	199.11.6321	\$200.00
1	1	7	Substitutes	199.11.6112.000.124.11.0.124	\$1,000.00
1	1	8	Student Travel	199.11.6412	\$500.00
1	1	8	Student Transport	199.11.6494	\$1,000.00
Sub-Total					\$25,276.70
Budgeted Fund Source Amount					\$25,255.00
+/- Difference					-\$21.70
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	General Supplies- Sp Educ		\$530.00
Sub-Total					\$530.00
Budgeted Fund Source Amount					\$530.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	General Supplies- Bil	199.11.6399	\$7,580.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,580.00
Budgeted Fund Source Amount					\$7,580.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Other reading material- A- Risk	199.11.6329.000.124.30.0.124	\$4,770.00
Sub-Total					\$4,770.00
Budgeted Fund Source Amount					\$9,540.00
+/- Difference					\$4,770.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supply / Material - Security & Monitoring	199.52.6399	\$1,000.00
1	1	5	Substitutes-Support Staff	199.23.6122	\$420.00
1	1	5	General Supplies- Nurse	199.33.6399	\$3,000.00
1	1	5	Supplies- Counselor	199.31.6399	\$300.00
1	1	5	Travel Employee	199.23.6411	\$1,000.00
1	1	5	Reading Materials	199.12.6329.000	\$500.00
1	1	5	Region IV services	199.13.6239	\$200.00
1	1	5	General-oth Supplies	199.12.6399	\$500.00
1	1	5	Travel Employee	199.13.6411	\$2,000.00
1	1	5	General Supplies- At Risk	199.11.6399.000.124.30.0.124	\$4,770.00
1	1	5	Miscellanies Operating Expense	199.23.6499	\$500.00
1	1	5	General Supplies -Office	199.23.6399	\$2,060.00
1	1	5	Miscellanies Operating Expense	199.13.6499	\$4,177.24
Sub-Total					\$20,427.24
Budgeted Fund Source Amount					\$21,920.00
+/- Difference					\$1,492.76
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	211.11.6397	\$1,396.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Raz Kids, A-Z, A-Z Vocabulary	211.11.6397	\$8,287.50
1	1	1	Gizmos	211.11.6397	\$2,695.50
1	1	1	Achieve 3000- Smarty Ants	211.11.6397	\$2,621.00
1	1	4	Teacher & Professional Salary	211.11.6119	\$67,874.58
1	1	5	Supplies & Materials	211.11.6399	\$53,052.00
1	1	5	Admin Staff Dev- Region ESC	211.23.6239	\$500.00
1	1	5	Employee Travel Teacher	211.13.6411	\$5,000.00
1	1	5	Teacher Staff Dev- Region ESC	211.13.6239	\$500.00
1	1	5	Reading Materials- Teachers	211.3.6329	\$3,000.00
1	1	5	Reading Materials	211.11.6329	\$15,000.00
1	1	5	Misc. Contract Services	211.23.6299	\$4,500.00
1	1	5	STAAR Prep Resources	211.11.6399	\$3,060.00
1	1	5	Other reading material	211.12.6329	\$5,000.00
1	1	5	Technology	211.11.6398	\$5,000.00
1	1	5	Admin Other Reading Materials	211.23.6329	\$1,000.00
1	1	5	Employee Travel (Admin)	211.23.6411	\$5,000.00
1	1	6	Contract services- PD/ Training	211.13.6299	\$13,000.00
1	1	7	Substitutes- professional Staff	211.11.6112.000.124.30.0.000	\$5,000.00
1	1	8	Student Travel	211.11.6412	\$7,000.00
1	1	8	Student Transport	211.11.6494	\$7,000.00
1	1	10	Solar Eclipse Viewing Glasses	211.11.6399	\$768.98
1	2	1	Support Personnel	211.11.6129	\$32,000.00
1	2	3	Over Time	211.11.6121.	\$1,500.00
1	3	1	Other payroll payments	211.11.6116	\$10,000.00
2	2	2	Reading Materials	211.61.6329	\$1,000.00
2	2	2	Misc. Operating Expenses	211.61.6499	\$600.00
2	2	2	Supplies and materials	211.61.6399	\$1,456.00
2	2	3	Contracted Services- Family learning Nights/Events	211.61.6299	\$5,700.00
Sub-Total					\$268,511.56
Budgeted Fund Source Amount					\$305,625.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$37,113.44
				Grand Total Budgeted	\$370,450.00
				Grand Total Spent	\$327,095.50
				+/- Difference	\$43,354.50