

Spring Branch Independent School District

Sherwood Elementary School

2024-2025



Mission Statement

SWE will pursue high levels of learning for all.

Vision

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

Lifelong Learners

Adaptive and Productive

Global Citizens

Academically Prepared

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.'

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

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

Enrollment trends showed a decrease of 18 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 442

2022-2023: Enrollment – 460

2021-2022: Enrollment – 427

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Sherwood Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2023-2024 school year, 48.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 61.3% At-Risk; 5.4% Immigrant; 18.6% of students were identified for special education services; and 8.1% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 39 (8.8%)

2022-2023: African American – 47 (10.2%)

2021-2022: African American – 48 (11.2%)

2023-2024: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

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

2023-2024: Asian – 17 (3.9%)

2022-2023: Asian – 17 (3.7%)

2021-2022: Asian – 10 (2.3%)

2023-2024: Hispanic – 304 (68.8%)

2022-2023: Hispanic – 308 (67.0%)

2021-2022: Hispanic – 281 (65.8%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 71 (16.1%)
2022-2023: White – 77 (16.7%)
2021-2022: White – 72 (16.9%)

2023-2024: Two-or-more – 11 (2.5%)
2022-2023: Two-or-more – 11 (2.4%)
2021-2022: Two-or-more – 16 (3.8%)

Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 271 (61.3%)
2022-2023: At-Risk – 287 (62.4%)
2021-2022: At-Risk – 271 (63.5%)

2023-2024: Economically Disadvantaged – 306 (69.2%)
2022-2023: Economically Disadvantaged – 305 (66.3%)
2021-2022: Economically Disadvantaged – 277 (64.9%)

2023-2024: Emergent Bilingual/English Learner – 213 (48.2%)
2022-2023: Emergent Bilingual/English Learner – 220 (47.8%)
2021-2022: Emergent Bilingual/English Learner – 204 (47.8%)

2023-2024: Gifted and Talented – 36 (8.1%)
2022-2023: Gifted and Talented – 40 (8.7%)
2021-2022: Gifted and Talented – 24 (5.6%)

2023-2024: Homeless – *
2022-2023: Homeless – 7 (1.5%)
2021-2022: Homeless – *

2023-2024: Immigrant – 24 (5.4%)
2022-2023: Immigrant – 16 (3.5%)
2021-2022: Immigrant – 11 (2.6%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)

2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 82 (18.6%)

2022-2023: Special Education – 72 (15.7%)

2021-2022: Special Education – 56 (13.1%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2021-2022: 93.9%

2020-2021: 95.4%

2019-2020: 98.4%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 18.3%

2020-2021: 15.1%

2019-2020: 2.4%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

There is a diverse population of learners at Sherwood Elementary.

Students are able to learn from each other about cultures and traditions.

Dual language program adds rigorous learning across grade levels as students learn both languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sherwood has a very diverse population. Being diverse has advantages and disadvantages. Sometimes it is difficult for families to relate to one another coming from different backgrounds. **Root Cause:** The root causes of this could be due to differences in language and culture.

Problem Statement 2: Sherwood Elementary students receiving special education have increased to 18.8%. **Root Cause:** The root cause could be due to our campus strengthening the RTI/SSC process. We have been able to identify students earlier in their educational journey.

Student Achievement

Student Achievement Summary

Sherwood 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 Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 73% Approaches; 49% Meets; 19% Masters

4th Grade Reading - 72% Approaches; 49% Meets; 31% Masters

5th Grade Reading - 74% Approaches; 52% Meets; 21% Masters

SPED All Grades Reading - 34% Approaches; 12% Meets; 2% Masters

EB/EL All Grades Reading - 71% Approaches; 42% Meets; 19% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 70% Approaches; 32% Meets; 7% Masters

4th Grade Mathematics - 61% Approaches; 33% Meets; 14% Masters

5th Grade Mathematics - 57% Approaches; 35% Meets; 12% Masters

SPED All Grades Mathematics - 46% Approaches; 12% Meets; 0% Masters

EB/EL All Grades Mathematics - 56% Approaches; 26% Meets; 7% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Reading is a strength area for Sherwood Elementary.

The state scores have continued to trend upward.

Interventions are in place for identified students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance on STAAR Math tends to be lower than STAAR Reading performance. **Root Cause:** Over the last three years, early numeracy has become more of a focus to build the foundation in mathematics. However, this work must continue so that students are promoted to the next grade level meeting or exceeding grade level standards.

Problem Statement 2: Students receiving special education services have made significant gains in reading and math. However, the gains are not at an acceptable rate. More work needs to be done in these areas. **Root Cause:** There has been a lack of collaboration between the special education and the general education teachers. General education teachers need more guidance with how to accommodate for their students. Special education teachers need to review IEPs with general education teachers to be sure they understand. Special education teachers have not modeled accommodations usage in the classroom.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Sherwood 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:

2023-2024: Beginning – 4.8 FTE (15.6%)

2022-2023: Beginning – 3.0 FTE (9.6%)

2021-2022: Beginning – 2.0 FTE (6.1%)

2023-2024: 1-5 Years – 12.1 FTE (39.3%)

2022-2023: 1-5 Years – 9.5 FTE (30.3%)

2021-2022: 1-5 Years – 11.0 FTE (33.4%)

2023-2024: 6-10 Years – 4.9 FTE (15.9%)

2022-2023: 6-10 Years – 7.0 FTE (22.3%)

2021-2022: 6-10 Years – 7.9 FTE (24.0%)

2023-2024: 11-20 Years – 6.0 FTE (19.5%)

2022-2023: 11-20 Years – 6.9 FTE (22.0%)

2021-2022: 11-20 Years – 8.0 FTE (24.3%)

2023-2024: Over 20 Years – 3.0 FTE (9.7%)

2022-2023: Over 20 Years – 5.0 FTE (15.9%)

2021-2022: Over 20 Years – 4.0 FTE (12.2%)

2023-2024: Total – 30.8 FTE (100%)

2022-2023: Total – 31.4 FTE (100%)

2021-2022: Total – 32.9 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Sherwood staff have a great strength is wanting to learn.

There is an eagerness to always improve.

This is evident through conversations and PLCs.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: The majority of the teachers at SWE have less experience with 1-5 years. (39%) **Root Cause:** There is a teacher shortage. Less college students are choosing teaching as their career.

Problem Statement 2: Teachers leave the profession due to personal reasons. **Root Cause:** Teachers become frustrated with high work demands and leave the profession.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Sherwood 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

Sherwood 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 12,000+ 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

Families at Sherwood feel connected and welcomed. There is a strong sense of parents wanting the best for their children and that is evident through the events held at the school.

There are long-standing partnerships with area churches that support families in need.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Gaining feedback from the SWE Spring Family Survey, parents felt that the communication by the school improved greatly this year. Parents would like to have more communication from teachers regarding their children's progress and how to help at home. **Root Cause:** Some teachers feel anxious about calling parents to discuss concerns. More training is needed for teachers in this area.

Problem Statement 2: Sherwood families express an interest in a welcoming committee for new to SWE families and more information about how Sherwood operates. **Root Cause:** A campus parent/student handbook has not been published by the campus in several years.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2025, Sherwood Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading by 3 percentage points in approaches, meets, and masters and in math by 7 percentage points in approaches, meets, and in masters.

2023-24: Reading: 80% (approaches), 50% (meets), 26% (masters); Math: 58% (approaches), 30% (meets), 10% (masters)

2022-23: Reading: 73% (approaches), 50% (meets), 24% (masters); Math: 63% (approaches), 33% (meets), 11% (masters) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: SWE will participate in the practice of entering data on trackers and in student goal setting. This focus on data will increase student ownership of their learning and progress. Technology tools (printers & ink) may need to be purchased in order to review and print data.

Strategy's Expected Result/Impact: Increase in Reading & Math STAAR results

Reading Levels

PSA Results

Report Cards

Staff Responsible for Monitoring: Administrators

Counselor/CIS

Teachers

MCLs

Intervention Specialist

Title I:

2.4, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Supplies & Materials-Printer Ink - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000.FBG25 - \$2,100

Strategy 2 Details

Strategy 2: PLC-Instructional support /professional learning for teachers and professional staff through the professional learning community. Focus may include: Master Scheduling, TEKS alignment, data analysis of formative & summative assessments which inform instruction, and supporting teachers with content area instructional strategies. Improvement in instructional practices, which may require materials, training, supplies, substitutes and/or technology.

Strategy's Expected Result/Impact: STAAR

Reading/Math/Science Performance Levels

Report Cards

Progress Reports

Campus/District Assessments

Staff Responsible for Monitoring: Administrators

ILT

Counselor

MCLs

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Funding Sources: Region IV Professional Development Services - 211 - Title I, Part A - 211.13.6239.000.119.30.0.000.FBG25 - \$700,

Region IV Professional Development-Admin - 211 - Title I, Part A - 211.23.6239.000.119.30.0.000.FBG25 - \$300, Region IV Professional Development-Admin - 199 PIC 11

- Instructional Services - 199.23.6239.000.119.99.0.119 - \$200, Region IV Professional Development - 199 PIC 11 - Instructional Services - 199.13.6239.000.119.11.0.119 -

\$200, Substitutes-Professional Staff - 211 - Title I, Part A - 211.11.6112.000.119.30.0.000.FBG25 - \$5,000, Substitutes-Professional Staff - 199 PIC 11 - Instructional Services

- 199.11.6112.000.119.11.0.119 - \$2,500, Supplies & Materials - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000.FBG25 - \$2,000, Employee Travel - 211 - Title I, Part

A - 211.23.6411.000.119.30.0.000.FBG25 - \$1,000, Misc Contract Services - 199 PIC 11 - Instructional Services - 199.11.6299.000.119.11.0.119 - \$500, Employee Travel -

199 PIC 11 - Instructional Services - 199.11.6411.000.119.11.0.119 - \$500, Employee Travel - 199 PIC 99 - Undistributed - 199.13.6411.000.119.99.0.119 - \$1,000, Misc

Operating Expenses - 199 PIC 99 - Undistributed - 199.23.6499.000.119.99.0.119 - \$1,150

Strategy 3 Details

Strategy 3: Technology: Provide technology resources and professional development to support growth toward personalized learning for students. Resources needed: technology tools and equipment, professional development on technology, substitutes, digital resources, software subscriptions.

Strategy's Expected Result/Impact: Campus/District Assessments

Report Cards

Progress Reports

T-TESS

STAAR

Staff Responsible for Monitoring: ILT

Administrators

Librarian

CTR

MCLs

Title I:

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 - 211 - Title I, Part A - 211.11.6397.000.119.30.0.000.FBG25 - \$20,000, Technology Equipment - 211 - Title I, Part A - 211.11.6398.000.119.30.0.000.FBG25 - \$13,609, Technology Equipment - 199 PIC 11 - Instructional Services - 199.11.6398.000.119.11.0.119 - \$2,250

Strategy 4 Details

Strategy 4: The SWE Guiding Coalition will review, How to Coach Leadership in a PLC. The goal of this activity is to set the foundation for PLC work and to build the leadership capacity of the team. Funding for books and training/professional development & travel may be required.

Strategy's Expected Result/Impact: Increased capacity in leadership

Increased understanding of efficient planning and PLC work

Staff Responsible for Monitoring: ILT

Administrators

Guiding Coalition

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Students will receive book bags and math materials for school and home use in order to promote reading and math practice at their specified levels.

Strategy's Expected Result/Impact: Reading Levels/Math Proficiency

MAP

Report Cards

Campus/District Assessments

STAAR Reading Math

T-TESS

Staff Responsible for Monitoring: Classroom

Teachers

MCLs

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

Funding Sources: Other Reading Materials - 199 PIC 99 - Undistributed - 199.12.6329.000.119.99.0.119 - \$940, Other Supplies - 199 PIC 99 - Undistributed - 199.12.6399.000.119.99.0.119 - \$1,000

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

Performance Objective 2: STUDENT GROWTH: By June 2025, Sherwood Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 5 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 79%/53% (Reading); 58%/27% (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 62%/30% (Reading); 57%/19% (Math) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Teachers will conduct conferences with students and parents regarding beginning of year assessment data, areas of strength & growth. At the middle of the year & end of year, teachers will help students and parents analyze growth measures. Translation services may be needed.</p> <p>Strategy's Expected Result/Impact: Closing gaps in learning Increase student ownership of learning</p> <p>Staff Responsible for Monitoring: Teachers Administrators MCLs</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Misc Contract Services - 211 - Title I, Part A - 211.61.6299.000.119.30.0.000.FBG25 - \$500</p>

Strategy 2 Details

Strategy 2: Teachers will participate in data talks about their students' growth and achievement in the areas of reading, math and science. Teachers will plan using the data for instruction. Depending on teachers' planned next steps for instruction, materials may be needed. MCLs will lead data talks and assist with instructional next steps after data review.

Strategy's Expected Result/Impact: Increased teacher knowledge of present levels of student performance and next steps for instruction

Staff Responsible for Monitoring: MCLs

Administrators

Teachers

Title I:

2.4, 2.5

- **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 & Materials - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000.FBG25 - \$2,000

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

Performance Objective 3: CLOSING THE GAPS: By June 2025, Sherwood 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 5 component points.

2023-24: 12 of 32 Academic Achievement Points Met; 37.5% Component Points

2022-23: 12 of 32 Academic Achievement Points Met; 37.5% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Students in grades PK-5 will participate in small group instruction in language arts and math in order to close achievement gaps. Groups will be formed based on data analysis. Funds may be needed for language arts and math materials, supplies & materials, professional development for teachers or substitutes for teachers to complete individual assessments.

Strategy's Expected Result/Impact: Campus-based assessments

Report Cards

District PSAs

Interim Assessments

STAAR

Reading performance levels

Staff Responsible for Monitoring: Teachers

Administrators

MCLs

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

Funding Sources: Professional Development - 211 - Title I, Part A - 211.13.6299.000.119.30.0.000.FBG25 - \$25,000, Supplies & Materials - 211 - Title I, Part A - 211.11.6399.000.119.30.0.000.FGB25 - \$1,500, Textbooks - 199 PIC 11 - Instructional Services - 199.11.6321.000.119.11.0.119 - \$250, Other Reading Material - 199 PIC 11 - Instructional Services - 199.11.6329.000.119.11.0.119 - \$250, Supplies & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.119.11.0.119 - \$5,619, Supplies & Materials-Special Education - 199 PIC 23 - Special Education - 199.11.6399.000.119.23.0.119 - \$830, School Leadership-Substitutes - 199 PIC 99 - Undistributed - 199.23.6122.000.119.99.0.119 - \$295

Strategy 2 Details

Strategy 2: Teachers will use hands on activities for math and science instruction. A science lab plan will be created for teachers to utilize materials in the lab. Students will record thoughts and observations in a science notebook. Common assessments will be given to reinforce mastery of essential standards. Materials for science instruction, teacher education and field trips or programs may be needed.

Strategy's Expected Result/Impact: Increased math & science performance levels

Staff Responsible for Monitoring: MCLs

Teachers

Administrators

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**

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

Funding Sources: Student Travel - 211 - Title I, Part A - 211.11.6412.000.119.30.0.000.FBG25 - \$10,000, Student Transportation - 211 - Title I, Part A -

211.11.6494.000.119.30.000.FBG25 - \$500, Student Transportation - 199 PIC 11 - Instructional Services - 199.11.6494.000.119.11.0.119 - \$1,500, Student Travel - 199 PIC

11 - Instructional Services - 199.11.6412.000.119.11.0.119 - \$500, Student Transportation - 199 PIC 11 - Instructional Services - 199.11.6494.000.119.11.0.119 - \$1,500

Strategy 3 Details

Strategy 3: Students in Grades 3-5 who are working below grade level in the areas of reading, math or science will receive after school tutorials in order to close gaps in learning.

Strategy's Expected Result/Impact: Increased STAAR reading and math performance levels

More students working on grade level or above

Staff Responsible for Monitoring: Administrators

Interventionist

MCLs

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. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 63%

2022-23: TELPAS Progress Rate 52% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: EBs and Non-EBs will participate in speaking and writing activities throughout the content areas. To increase language learning, all teachers will be trained on the English Language Proficiency Standards (ELPS) and be expected to plan for both content and language objectives in their lesson plans. These objectives will be reviewed with the students at the beginning and end of the lesson. Strategies for speaking and oral language development will be included. Funding for reading materials (ELPS Flip Book) or substitutes for professional learning may be required.

Strategy's Expected Result/Impact: Increase in STAAR
TELPAS Domains: Listening, Speaking, Reading & Writing

Staff Responsible for Monitoring: Administrators
Teachers
MCLs

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Funding Sources: Supplies-ESL/Bilingual - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.119.25.0.119 - \$3,910

Strategy 2 Details

Strategy 2: Two-way dual language teachers will participate in dual language effective strategies trainings. A three-step approach will be used: 1) professional development 2) model/planning (clinical) and 3) teacher implementation with coaching & feedback. Funds for professional development, materials to support implementation, including professional books, supplies and materials to create lesson activities, and substitutes.

Strategy's Expected Result/Impact: Building teacher capacity
Increased Spanish & English Language Proficiency (TELPAS) in listening, speaking, reading and writing
5th grade student achievement in Spanish Language Proficiency will increase

Staff Responsible for Monitoring: MCLs
Administration
Teachers

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 5: EARLY LITERACY: By June 2025, Sherwood Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

Strategy 1 Details

Strategy 1: An early literacy plan will be created. Early literacy materials will be utilized in the classroom to reinforce reading strategies such as decoding, fluency and comprehension. Oral reading analysis will be conducted three times per year, along with status of the class updates. Data talks will occur after reading data entries have occurred. Instructional plans for massive practice will be created. Professional development for early learning teachers as well as classroom materials may be needed to reinforce the strategies in the plan. A PK associate teacher will be funded to support students in the classroom.

Strategy's Expected Result/Impact: Increased reading performance levels

Staff Responsible for Monitoring: Interventionist

- MCLs
- Teachers
- Administrators
- Associate Teacher

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

Funding Sources: Support Personnel-Associate Teacher - 211 - Title I, Part A - 211.11.6129.000.119.30.0.000.FBG25 - \$35,270, Supplies-At Risk - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.119.30.0.119 - \$3,076

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

Performance Objective 6: EARLY NUMERACY: By June 2025, Sherwood 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 (Baseline Year)

Strategy 1 Details

Strategy 1: An early numeracy math plan will be created. Early numeracy math materials will be utilized in the classroom to reinforce math strategies. Math progress monitoring will be conducted three times per year, along with status of the class updates. Data talks will occur after math data entries have occurred. Instructional plans for small group instruction will be created. Professional development and classroom materials may be needed to reinforce the strategies in the plan.

Strategy's Expected Result/Impact: Increased math performance levels on math progress monitoring

Staff Responsible for Monitoring: Interventionist

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

Funding Sources: Supplies-At Risk - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.119.30.0.119 - \$3,079

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

Performance Objective 7: ADVANCED COURSES: By June 2025, Sherwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Our GT coordinators (counselor & interventionist) will analyze multiple measures of data in order to provide extension activities for students who are high achievers and/or gifted. Supplies, materials and books for students may be needed.

Strategy's Expected Result/Impact: Increased # of students prepared for 6th grade advanced coursework in reading and math.

Staff Responsible for Monitoring: GT Coordinators

ILT

Administrators

Teachers

Title I:

2.4, 2.5

- **TEA Priorities:**

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Goal 2: STUDENT SUPPORT. Sherwood 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 2025, Sherwood 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: Students will learn and practice appropriate social skills and character traits through the use of lessons utilizing role modeling, songs, chants, and movement. Funds may be needed for materials for teachers and parents.

Strategy's Expected Result/Impact: Increase in the amount of using appropriate social skills

Staff Responsible for Monitoring: Teachers

Administrators

Counselor

Staff

Title I:

2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, 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: Parents will participate in engagement activities to learn how to support their child in the classroom in the areas of reading, math, social skills and community. Activities may include literacy, math or science nights, parent classes, or parent information meetings. Technology equipment for tracking volunteers, visitors and number of families at parent events will be used. A parent liaison will be funded to support family engagement.

Strategy's Expected Result/Impact: Increased family engagement

Staff Responsible for Monitoring: Student & Family Support Team

Front Office Staff

Administrators

Teachers

ILT

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- **TEA Priorities:**

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

Funding Sources: Support Personnel-Parent Liaison - 211 - Title I, Part A - 211.61.6129.000.119.30.0.000.FBG25 - \$29,675, Supplies & Materials - 211 - Title I, Part A - 211.61.6399.000.119.30.0.000.FBG25 - \$958, Misc Operating Expenses - 211 - Title I, Part A - 211.61.6499.000.119.30.0.000.FBG25 - \$500, Support Personnel Overtime-Parent Liaison - 199 PIC 99 - Undistributed - 199.61.6121.000.119.30.0.119 - \$150, Misc Operating Expenses - 199 PIC 99 - Undistributed - 199.61.6499.000.119.99.0.119 - \$100

Strategy 3 Details

Strategy 3: Review SBISD Core Characteristics with campus staff and students. Discuss core characteristics daily on morning announcements and during discipline assemblies. Use scenarios for effective problem solving and conflict resolution.

Strategy's Expected Result/Impact: Discipline data will decrease

Increase awareness of core characteristics

Staff Responsible for Monitoring: Counselor

Administrators

All staff and students

Title I:

2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**

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

Funding Sources: Supplies-Counselor - 199 PIC 99 - Undistributed - 199.31.6399.000.119.99.0.119 - \$1,000

Strategy 4 Details

Strategy 4: Parent transition meetings for incoming Pre-K and Kindergarten students and students moving from 5th grade to 6th grade will be held at SWE. This will include the two-way dual language orientation, the New Eagle (PK/K) Roundup and the Middle School Transition Meeting. Funds may be needed for early learning materials, snacks or advertisement/promotions.

Strategy's Expected Result/Impact: Increased interest in SWE's TWDL Choice Program
Increased connection between the school and the neighborhood/community

Staff Responsible for Monitoring: Parent Liaison

ILT

Counselor

Administrators

Teachers

Title I:

2.4, 2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

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

Performance Objective 2: INTERVENTIONS: By June 2025, Sherwood 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: Teachers will implement an intervention time within the school day in order to intervene for students struggling in the areas of reading and math. Interventionist will pull-out/push in to support students. After school tutoring will be held for students struggling to master grade level concepts. Snacks for tutoring will be required.

Strategy's Expected Result/Impact: Increased STAAR scores

Increased Reading Levels

Increased PSA scores

Staff Responsible for Monitoring: MCLs

Intervention Specialist

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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Intervention Professional Salary - 211 - Title I, Part A - 211.6119.000.119.30.0.000FBG25 - \$18,702, Other Payroll Payments-After School Tutoring - 211 - Title I, Part A - 211.11.6116.000.119.30.0.000FBG25 - \$25,026, Stipend-Bilingual - 211 - Title I, Part A - 211.11.6118.119.30.0.000.FBG25 - \$1,500, Support Personnel-Substitutes - 199 PIC 11 - Instructional Services - 199.11.6122.000.119.11.0.119 - \$1,600, Support Personnel-Substitutes - 199 PIC 23 - Special Education - 199.11.6122.000.119.11.0.119 - \$250, Support Personnel-Substitutes - 199 PIC 25 - ESL/Bilingual - 199.11.6122.000.119.11.119 - \$650, Support Personnel-Substitutes - 199 PIC 30 - At Risk School Wide SCE - 199.11.6122.000.119.30.0.119 - \$455, Tutoring Snacks - 199 PIC 11 - Instructional Services - 199.11.6499.000.119.11.0.119 - \$300, Tutoring Snacks - 199 PIC 99 - Undistributed - 199.11.6499.000.119.11.0.119 - \$1,699

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Sherwood Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details

Strategy 1: Identify and respond to grade level and student sub-population patterns. Teachers and staff will follow up with parent communication after students have 3 consecutive absences.

Strategy's Expected Result/Impact: Increased attendance and participation in school

Staff Responsible for Monitoring: Teachers & Staff

Administrators

Counselor

CIS

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 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: During morning announcements, Eagle Attendance Awards will be given weekly. Students will get the Eagle for their class if they have the best class attendance.

Strategy's Expected Result/Impact: Increased attendance and participation in school

Staff Responsible for Monitoring: Administrators

ADA

Counselor

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 3: Positive School Culture, Lever 5: Effective Instruction

Goal 3: SAFE SCHOOLS. Sherwood 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: Teachers and staff will implement the school wide discipline plan in order to maintain a safe and organized campus culture. Positive reinforcement activities for students will be included. Grade level teams will communicate their team discipline rewards/consequences plan with involved stakeholders. Funds may be needed for rewarding positive student choices.

Strategy's Expected Result/Impact: Positive behavior choices on campus

Decrease in Skyward discipline referrals

Staff Responsible for Monitoring: Counselor

Administrators-Behavior Coordinator

Teachers

Title I:

2.5, 2.6

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Goal 3: SAFE SCHOOLS. Sherwood 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: The campus principal and safety officer will recruit a safety team and provide a roster. The SWE Campus Safety Committee will meet 6 times per year in order to refine safety practices.</p> <p>Strategy's Expected Result/Impact: Increased safety of students and staff on the campus</p> <p>Staff Responsible for Monitoring: Administrators Safety Officer</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>

Goal 3: SAFE SCHOOLS. Sherwood 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

Strategy 1: The campus safety committee will meet following all drills to debrief on procedures and modify as needed. Funds for training and supplies & materials may be needed.

Strategy's Expected Result/Impact: Increased safety on the campus

Staff Responsible for Monitoring: Administrators-Campus Safety Officer
Campus Safety Committee

Title I:

2.5

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - 199.23.6399.000.119.99.0.119 - \$996, Supplies-Nurse - 199 PIC 99 - Undistributed - 199.33.6399.000.119.99.0.119 - \$1,750

Strategy 2 Details

Strategy 2: The campus safety officer will conduct weekly sweeps to identify safety vulnerabilities. A record of this action will be kept on file in the front office. Campus staff will report any concerns to the campus safety officer immediately.

Strategy's Expected Result/Impact: Increased safety for staff and students on the campus

Staff Responsible for Monitoring: Administrators-Campus Safety Officer
Teachers & Staff

ESF Levers:

Lever 3: Positive School Culture

Goal 4: FISCAL RESPONSIBILITY. Sherwood 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: Processes will be in place to review budgets and monitor spending. The administrative assistant and the principal will have 3-5 meetings per week.</p> <p>Strategy's Expected Result/Impact: Increased financial knowledge and accountability</p> <p>Staff Responsible for Monitoring: Administrative assistant and principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region IV Professional Development-Admin	199.23.6239.000.119.99.0.119	\$200.00
1	1	2	Region IV Professional Development	199.13.6239.000.119.11.0.119	\$200.00
1	1	2	Substitutes-Professional Staff	199.11.6112.000.119.11.0.119	\$2,500.00
1	1	2	Employee Travel	199.11.6411.000.119.11.0.119	\$500.00
1	1	2	Misc Contract Services	199.11.6299.000.119.11.0.119	\$500.00
1	1	3	Technology Equipment	199.11.6398.000.119.11.0.119	\$2,250.00
1	3	1	Other Reading Material	199.11.6329.000.119.11.0.119	\$250.00
1	3	1	Textbooks	199.11.6321.000.119.11.0.119	\$250.00
1	3	1	Supplies & Materials	199.11.6399.000.119.11.0.119	\$5,619.00
1	3	2	Student Travel	199.11.6412.000.119.11.0.119	\$500.00
1	3	2	Student Transportation	199.11.6494.000.119.11.0.119	\$1,500.00
1	3	2	Student Transportation	199.11.6494.000.119.11.0.119	\$1,500.00
2	2	1	Tutoring Snacks	199.11.6499.000.119.11.0.119	\$300.00
2	2	1	Support Personnel-Substitutes	199.11.6122.000.119.11.0.119	\$1,600.00
Sub-Total					\$17,669.00
Budgeted Fund Source Amount					\$17,669.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies & Materials-Special Education	199.11.6399.000.119.23.0.119	\$830.00
2	2	1	Support Personnel-Substitutes	199.11.6122.000.119.11.0.119	\$250.00
Sub-Total					\$1,080.00
Budgeted Fund Source Amount					\$1,080.00
+/- Difference					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies-ESL/Bilingual	199.11.6399.000.119.25.0.119	\$3,910.00
2	2	1	Support Personnel-Substitutes	199.11.6122.000.119.11.119	\$650.00
Sub-Total					\$4,560.00
Budgeted Fund Source Amount					\$4,560.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplies-At Risk	199.11.6399.000.119.30.0.119	\$3,076.00
1	6	1	Supplies-At Risk	199.11.6399.000.119.30.0.119	\$3,079.00
2	2	1	Support Personnel-Substitutes	199.11.6122.000.119.30.0.119	\$455.00
Sub-Total					\$6,610.00
Budgeted Fund Source Amount					\$6,610.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Misc Operating Expenses	199.23.6499.000.119.99.0.119	\$1,150.00
1	1	2	Employee Travel	199.13.6411.000.119.99.0.119	\$1,000.00
1	1	5	Other Reading Materials	199.12.6329.000.119.99.0.119	\$940.00
1	1	5	Other Supplies	199.12.6399.000.119.99.0.119	\$1,000.00
1	3	1	School Leadership-Substitutes	199.23.6122.000.119.99.0.119	\$295.00
2	1	2	Misc Operating Expenses	199.61.6499.000.119.99.0.119	\$100.00
2	1	2	Support Personnel Overtime-Parent Liaison	199.61.6121.000.119.30.0.119	\$150.00
2	1	3	Supplies-Counselor	199.31.6399.000.119.99.0.119	\$1,000.00
2	2	1	Tutoring Snacks	199.11.6499.000.119.11.0.119	\$1,699.00
3	3	1	Supplies-Nurse	199.33.6399.000.119.99.0.119	\$1,750.00
3	3	1	Supplies & Materials	199.23.6399.000.119.99.0.119	\$996.00
Sub-Total					\$10,080.00
Budgeted Fund Source Amount					\$10,080.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies & Materials-Printer Ink	211.11.6399.000.119.30.0.000.FBG25	\$2,100.00
1	1	2	Supplies & Materials	211.11.6399.000.119.30.0.000.FBG25	\$2,000.00
1	1	2	Employee Travel	211.23.6411.000.119.30.0.000.FBG25	\$1,000.00
1	1	2	Substitutes-Professional Staff	211.11.6112.000.119.30.0.000.FBG25	\$5,000.00
1	1	2	Region IV Professional Development-Admin	211.23.6239.000.119.30.0.000.FBG25	\$300.00
1	1	2	Region IV Professional Development Services	211.13.6239.000.119.30.0.000.FBG25	\$700.00
1	1	3	Software	211.11.6397.000.119.30.0.000.FBG25	\$20,000.00
1	1	3	Technology Equipment	211.11.6398.000.119.30.0.000.FBG25	\$13,609.00
1	2	1	Misc Contract Services	211.61.6299.000.119.30.0.000.FBG25	\$500.00
1	2	2	Supplies & Materials	211.11.6399.000.119.30.0.000.FBG25	\$2,000.00
1	3	1	Supplies & Materials	211.11.6399.000.119.30.0.000.FBG25	\$1,500.00
1	3	1	Professional Development	211.13.6299.000.119.30.0.000.FBG25	\$25,000.00
1	3	2	Student Travel	211.11.6412.000.119.30.0.000.FBG25	\$10,000.00
1	3	2	Student Transportation	211.11.6494.000.119.30.000FBG25	\$500.00
1	5	1	Support Personnel-Associate Teacher	211.11.6129.000.119.30.0.000.FBG25	\$35,270.00
2	1	2	Supplies & Materials	211.61.6399.000.119.30.0.000.FBG25	\$958.00
2	1	2	Misc Operating Expenses	211.61.6499.000.119.30.0.000FBG25	\$500.00
2	1	2	Support Personnel-Parent Liaison	211.61.6129.000.119.30.0.000.FBG25	\$29,675.00
2	2	1	Other Payroll Payments-After School Tutoring	211.11.6116.000.119.30.0.000FBG25	\$25,026.00
2	2	1	Intervention Professional Salary	211.6119.000.119.30.0.000FBG25	\$18,702.00
2	2	1	Stipend-Bilingual	211.11.6118.119.30.0.000.FBG25	\$1,500.00
Sub-Total					\$195,840.00
Budgeted Fund Source Amount					\$195,840.00
+/- Difference					\$0.00
Grand Total Budgeted					\$235,839.00
Grand Total Spent					\$235,839.00
+/- Difference					\$0.00