Corsicana Independent School District

2025-2026 Fannin Campus Improvement Plan

2025-2026 Campus Improvement Plan

Mission Statement

Mission Statement

Corsicana I.S.D., in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Core Beliefs

We are committed to...

1. Providing an education for every child that maximizes his/her potential.
2. Focusing our decisions and actions in support of student achievement.
3. Appropriate individualized instruction for all students.
4. Providing a positive environment that is safe and secure physically, emotionally and academically.
5. Treating each person with respect and dignity.
6. Responding to the needs of a changing world.
7. Providing opportunities for our students and teachers to learn and utilize current technology.
8. Providing an education that enables our graduates to make a positive contribution to society.
9. Nurturing and celebrating imagination and creativity.
10. Recognizing and celebrating student, employee, and community accomplishments.
11. Reinforcing integrity and character as critical components of success.

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12. Recruiting and retaining the best staff.
13. Collaboration and teamwork throughout our District community.
14. Continually striving to understand, appreciate, and address the unique circumstances of each child.
15. Accountability for academic achievement and fiscal responsibility.

Corsicana

Vision

Campus Mission Statement: Reach Every Child

Value Statement

Core Values:

Fun: Happens here!

Integrity: Always do right

Relationships: Caring and connecting with community

Innovation: Get rid of the box

Growth: Moving on Up

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is a diverse learning community made up of dedicated staff, engaged students, and supportive families. We serve a wide range of student groups that reflect our community's diversity in race, ethnicity, gender, and backgrounds. Currently, 86% of our students are economically disadvantaged, which reinforces the importance of providing equitable learning opportunities and addressing both academic and social-emotional needs.

We recognize that many of our students may face challenges outside of school, and as educators, we view this not as a limitation but as an opportunity to make a difference. Our goal is to ensure every student not only masters academic content but also experiences meaningful growth in confidence, resilience, and lifelong learning skills.

Our staff includes a balance of experienced and early-career teachers who are committed to continuous improvement. Teacher collaboration and coaching are embedded in our culture. Teachers meet regularly with administration to review classroom data, reflect on instructional practices, and set growth goals for themselves and their students.

As a campus, we are focused on meeting students where they are and moving them forward—academically, socially, and emotionally. Every student deserves the opportunity to succeed, and it is our collective responsibility to ensure that success is possible for all.

Demographics Strengths

- **Dedicated and Collaborative Staff:** Our teachers and support staff are deeply committed to student success. Collaboration through PLCs, data meetings, and coaching cycles fosters a culture of continuous improvement and shared accountability.
- **Positive and Supportive Campus Culture:** Staff and students benefit from a caring environment where relationships are prioritized. Social-emotional learning and positive behavior supports are embedded in daily routines.
- **Growth Mindset and Instructional Focus:** Teachers are focused on meeting students where they are and moving them forward. Classroom instruction emphasizes growth, goal setting, and targeted small-group interventions.
- **Strong Student Diversity and Inclusion:** Our diverse student population provides rich opportunities for cultural awareness and learning. Staff intentionally implement culturally responsive teaching practices to ensure all students are represented and valued.
- **Community Partnerships:** The campus maintains strong connections with parents and community organizations that support learning and enrichment opportunities for students.
- **Experienced Leadership and Professional Development:** Administrative and teacher leadership teams are data-driven and intentional about professional growth. Ongoing training supports teachers in delivering high-quality, engaging instruction.
- **Paraprofessional and Support Staff Excellence:** Our paraprofessionals are highly qualified and play a vital role in reinforcing instruction and supporting individual student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data shows that Hispanic and African American students are performing below other student groups in reading and math and have higher rates of attendance and discipline concerns. As a campus with 86% economically disadvantaged students, we must strengthen academic supports and culturally responsive practices to close these gaps and ensure equitable outcomes for all learners.
Root Cause: A lack of consistency in implementing interventions and delivering the curriculum at the level of rigor required has contributed to achievement gaps among Hispanic and African American students. Instruction and interventions are not always aligned to grade-level expectations, limiting opportunities for these students to demonstrate growth and mastery.

Student Learning

Student Learning Summary

Our prioritized focus areas for 2024-2025 will be objective driven daily lesson plans with formative assessments during TEKS aligned data-driven instruction, and diagnostic activities utilizing Tiger Time Intervention, we will be able to focus on increasing our student achievement. Based on our STAAR scores from the 2023-2024 school year, we uncharacteristically under-performed the district and state average.

We must focus on our specific campus needs. 4th Grade growth, stronger scores in Reading, and Writing is a opportunity for our school. With the establishment of critical writing and Jane Schaefer techniques, while holding everyone accountable, there is an opportunity for writing to become a strength for our campus. Writing is a higher level thinking task and our students are ready for the challenge. We will continue to utilize opportunities for our students to work on Math facts at home as well as a challenge for students to read more everyday. With these efforts, the work of PLCs, and the increase in diagnostic data usage there will be a greater focus on rigor in all classrooms and will allow us to move our students to the next level. Our students will also know where they are based on he fact that they will be tracking their own data and educational goals. It is imperative that our students get a years worth of growth every year.

Student Learning Strengths

Our prioritized focus areas for 2024-2025 will be objective driven daily lesson plans with formative assessments during TEKS aligned data-driven instruction.

Our students are hard workers and are willing to do the work. Our teachers are also hard workers and are willing to do the work. We must work together to ensure that we all stay on the same team and challenge each other in our thinking in order to grow. We will be utilizing innovative teaching practices to meet these needs. Small group instruction will be a strong component of our instruction in the classroom. Teachers will work together to create quality formative assessments and then we will work together to ensure that the data is used and students that need support will get it immediately. Teachers will work together to create a great first teach experience. PLCs will be planned purposefully to ensure that the time is used well and the team is able to reach their goals. Administration will be working closely with PLCs to ensure that all aspects are being addressed and the team is able to be successful and well planned

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 54% of students are performing below the 40th percentile as compared to their peers and national norms.
Root Cause: As a campus, we have focused on reaching the standard and not ensuring students achieve more than a year's growth. We are pushing to meet students at their instructional level rather than to reach for their appropriate grade level.

School Processes & Programs

School Processes & Programs Summary

Our prioritized focus areas for 2024-2025 will be objective driven daily lesson plans with formative assessments with TEKS aligned data-driven instruction. We work together as a team to Reach Every Child. We have collective responsibility for all students on campus. We focus on understanding what we are supposed to be teaching and at what rigor, and then create ways to measure student success, if a student needs support that is provided and when students need to be enriched there is a plan for that as well.

We utilize PBIS with Class DOJO and will continue to work with all teachers to implement with fidelity. Teachers who utilize PBIS have better experiences than those that do not. This is an expectation for our campus. We will work to make sure that we are all on the same page before school starts and then throughout the year we will utilize time to discuss and revisit the plan.

We will have weekly administrative team meetings to ensure campus systems are running smoothly.

We will have monthly Campus Leadership Team meetings where administration will focus on the development of the lead teachers for each grade level.

School Processes & Programs Strengths

Our campus strength is that we have teachers who are able and willing to do new things. As we continue to push forward with raising our academic achievement we are coming together as professional learning communities with a focus on increasing the academic success for all students. The other thing that they will focus on is the social emotional of each student to ensure that they are able to be successful socially as well.

We will be tracking student data and meeting regularly to discuss academic success for our students.

We already have some strong systems in place, however we will continue to fine tune these systems to make the experience as great as it can be for all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our PLC and lesson plan structure needs to have quality outcomes that impact student achievement.
Root Cause: This has not been established and monitored and we must focus on what is the outcome of this time together. This will be essential for growth through the establishment of PLC accountability, structure, and outcomes.

Perceptions

Perceptions Summary

We have our core values, and our campus mission statement. We have a school that knows that we care about them. Our goal for the new year is to structure the way we conduct PLC's to ensure they are increasing students achievement. We want to build up our students and teachers to truly believe that they can do the work and be successful. There is a great deal of work to do in an elementary school, but a priority should be ensuring that everyone believes in the work and believes that they can accomplish the work. We need students to want to be successful. Administration will be working on ensuring there are objective driven lesson plans with quality formative assessments driving data rich instruction. This process will allow us to impact what is happening in the classroom and guide campus PLC's. We have a great campus, we have seen some success, but we have work to do. We must Reach Every Child.

Perceptions Strengths

As a campus our strength is that we are seen as a strong veteran campus that is consistent and steady. We are interested in taking our school to the next level, showing significant growth, and really seeing success in our students. By setting goals, looking at our data through our PLCs, creating lesson plans with quality formative assessments, and working the system of PLC we will be able to see growth for the new year. The most important thing that teachers must do is Reach Every Child. Meaning, we will see EVERY child on our campus, meet them where they are, and grow them to be above standard. Our teachers are hard working, know how to teach, and our students are more than able.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are viewed as a veteran-staffed campus with loads of potential but have under-performed over the past few years.
Root Cause: The focus must be put back into effective lesson planning, strong daily teaching, quality formative assessments, and outcomes that increase student achievement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Fannin Elementary will promote and develop positive relationships through communication, involvement, and partnerships with our community utilizing open houses, family engagement activities and volunteer opportunities.

Performance Objective 1: Increase family participation in school events (open house, family nights, and volunteer programs) by 10% compared to the previous school year.

Evaluation Data Sources: Parent and family event sign-in sheets / attendance logs

Volunteer sign-in sheets and district volunteer records

Parent and community surveys (fall and spring)

Communication logs (newsletters, social media analytics, ClassDojo/Remind reports)

Meeting minutes and agendas (PTO, Site-Based Decision Making, Family Engagement events)

End-of-year family engagement summary reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Instructional Evenings: Literacy Night PTO meetings Various other Assemblies and events Parent teacher conferences News letters Wednesday folders Open House Book Fairs **Strategy's Expected Result/Impact:** More parents will become actively involved in our school **Staff Responsible for Monitoring:** Admin Teachers PTO **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Supplies and Materials - 199 General - $500, General Supplies - Parental Involvement - 211 Title I - 211-61-6399 - $500				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Fannin Elementary will promote and develop positive relationships through communication, involvement, and partnerships with our community utilizing open houses, family engagement activities and volunteer opportunities.

Performance Objective 2: Teachers will be required to connect with parents/guardians consistently during the grade period.

Evaluation Data Sources: Teacher/Parent Online conference feedback forms,
Teacher communication logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will have at least one face to face conference with every student's parents. **Strategy's Expected Result/Impact:** create a partnership between parents and school. **Staff Responsible for Monitoring:** Conference feedback form **Funding Sources:** Supplies & Materials - 199 General - 199-11 - $100, Supplies & Materials - 211 Title I - 211-61-6399 - $100				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Fannin Elementary will create a safe and orderly environment that promotes student learning through hands-on learning experiences and staff effectiveness, incorporating professional development opportunities, professional learning communities (PLCs), and the use of Capturing Kids' Hearts campuswide.

Performance Objective 1: Provide a safe and secure physical environment.

Evaluation Data Sources: Fannin will implement and follow protocols for weapon detectors. All staff and students will provide identification at all times while on Fannin's campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Parents and guardians will be required to have a car tag when picking up a student after school. Any adult picking up a student without a car tag will come inside to show their ID. **Strategy's Expected Result/Impact:** Ensure students are dismissed safely to the correct parent/guardian. **Staff Responsible for Monitoring:** Administrators, Teachers, Staff **Funding Sources:** Supplies & Materials - 199 General - $100				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The school will work proactively with students and parents to ensure behavior standards are being met on buses to and from school. **Strategy's Expected Result/Impact:** Reduction in bus referrals **Staff Responsible for Monitoring:** Administrators, Teachers, Staff **Funding Sources:** Supplies & Materials - 211 Title I - 211-61-6399 - $100				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Fannin Elementary will create a safe and orderly environment that promotes student learning through hands-on learning experiences and staff effectiveness, incorporating professional development opportunities, professional learning communities (PLCs), and the use of Capturing Kids' Hearts campuswide.

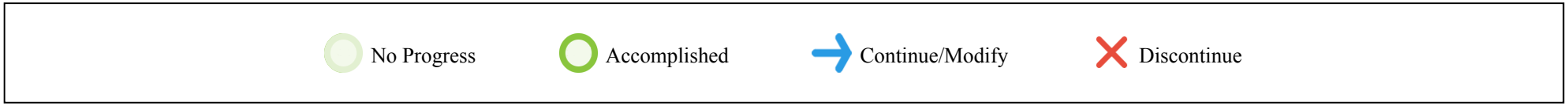
Performance Objective 2: Provide a safe and secure learning environment.

Evaluation Data Sources: All Fannin personnel will be trained in the CISD Emergency Standard Response Protocol and implement appropriate response procedures. Fannin will partner with local and state law enforcement agencies to train school personnel in school safety.

Strategy 1 Details	Reviews			
Strategy 1: Staff will record positive student behaviors, using Class Dojo points, as an incentive to support and encourage positive interactions.	Formative			Summative
Strategy's Expected Result/Impact: Fewer discipline referrals Less referrals from common areas Positively impact student attendance and academic performance **Staff Responsible for Monitoring:** Teachers, administrators, committee members **Funding Sources:** Supplies & Materials - 199 comp Ed. - 199-11-6399-00-103-9-30-000 - $100	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Positive behavior will be reinforced using Class Dojo and quarterly visits to the Dojo Store.	Formative			Summative
Strategy's Expected Result/Impact: Fewer Discipline Referrals **Staff Responsible for Monitoring:** Teachers, Support Staff, and Administrators **Funding Sources:** Supplies & Materials - 199 General - $100	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: The campus counselor will provide monthly counseling to our students.	Formative			Summative
Strategy's Expected Result/Impact: Reduction in violent incidents involving our students. **Staff Responsible for Monitoring:** counselor teachers administrators **Additional Targeted Support Strategy** **Funding Sources:** Drop out & violence prevention materials - 199 comp Ed. - 199-11-6399-00-103-9-30-000 - $500	Nov	Jan	Mar	May


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Fannin Elementary will create a safe and orderly environment that promotes student learning through hands-on learning experiences and staff effectiveness, incorporating professional development opportunities, professional learning communities (PLCs), and the use of Capturing Kids' Hearts campuswide.

Performance Objective 3: Reduce discipline referrals by 10% compared to the previous year through consistent implementation of Capturing Kids' Hearts strategies and positive behavior supports.

High Priority

Evaluation Data Sources: Discipline and referral data (Skyward reports)
Classroom walkthrough and observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement Capturing Kids' Hearts (CKH) strategies campuswide to build positive teacher-student relationships, strengthen classroom culture, and promote social-emotional growth. **Strategy's Expected Result/Impact:** Implementing Capturing Kids' Hearts campuswide will foster stronger relationships, improve behavior, and create a positive, engaging school culture that supports both academic and social-emotional growth. **Staff Responsible for Monitoring:** admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Chart paper, markers, poster boards, affirmation cards, stickers, etc. - 211 Title I - $200				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase to a minimum of 47% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement the STEMscopes Math Curriculum with fidelity through structured lesson pacing, hands-on learning, and data-driven intervention to strengthen conceptual understanding, problem-solving, and computational fluency. **Strategy's Expected Result/Impact:** 80% of students meet or exceed projected growth on MAP Math by Spring 2026. Walkthrough and PLC evidence reflect consistent use of STEMscopes components and the 5E model. Improved student confidence, engagement, and ability to explain mathematical thinking. **Staff Responsible for Monitoring:** curriculum coaches admin Region 12 support **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** STEMscopes Math Curriculum materials (digital and print) Manipulatives (base-ten blocks, counters, fraction bars, etc.) MAP Math reports and data tracking systems Math journals and anchor chart materials - 211 Title I - $500, STEMscopes Math Curriculum materials (digital and print) Manipulatives (base-ten blocks, counters, fraction bars, etc.) MAP Math reports and data tracking systems Math journals and anchor chart materials - 199 comp Ed. - $500				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase to a minimum of 45% by June 2026

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement the Bluebonnet Reading Curriculum with fidelity through intentional planning, targeted intervention, and ongoing professional support to strengthen reading comprehension, vocabulary, and fluency skills. **Strategy's Expected Result/Impact:** 80% of students meet or exceed projected growth targets on MAP Reading. Walkthrough data reflect consistent use of Bluebonnet lesson components and pacing. Students demonstrate stronger reading stamina, comprehension, and vocabulary application during independent and guided reading. **Staff Responsible for Monitoring:** curriculum coaches admin Region 12 support **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Literacy night materials and incentives - 211 Title I - $500				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The emergent bilingual students will increase in reading and writing TELPAS by one level with a minimum of 30% reaching their goal by June 2026.

High Priority

Evaluation Data Sources: TELPAS, Summit K-12, Teacher evaluated writing samples and local reading/writing assessments.

Goal 4: Fannin Elementary will maintain a weekly student attendance rate of at least 95% through intentional monitoring, positive reinforcement, and consistent communication with families to reduce chronic absenteeism and increase instructional time for all students.

Performance Objective 1: By June 2026, Fannin Elementary will maintain a weekly student attendance rate of at least 95%, as measured by PEIMS attendance reports and Skyward data, in order to increase instructional time, improve academic outcomes, and reduce chronic absenteeism.

High Priority

Evaluation Data Sources: PEIMS Attendance Reports (weekly and six-week reports)

Skyward Daily Attendance Data

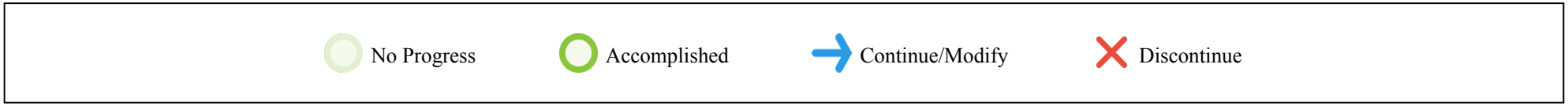
Campus Attendance Dashboard

Chronic Absenteeism Reports (students missing [?]10% of school days)

Weekly Grade-Level Attendance Tracker

Parent Contact Logs / Attendance Conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Establish a proactive attendance culture that emphasizes the connection between daily attendance, academic success, and student belonging through recognition, communication, and intervention supports. **Strategy's Expected Result/Impact:** Reduction in chronic absenteeism (students missing 10% or more of instructional days). Increased student engagement, consistency in learning, and improved academic performance. Stronger school-home relationships and awareness of the importance of daily attendance. **Staff Responsible for Monitoring:** PIEMS Secretary admin **Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Certificates, prizes, and recognition materials Bulletin board supplies for tracking and celebration displays Budget allocation for attendance celebrations or events - 211 Title I - $500, Certificates, prizes, and recognition materials Bulletin board supplies for tracking and celebration displays Budget allocation for attendance celebrations or events - 199 General - $500				


No Progress
Accomplished
Continue/Modify
Discontinue

Campus Funding Summary

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies - Parental Involvement	211-61-6399	$500.00
1	2	1	Supplies & Materials	211-61-6399	$100.00
2	1	2	Supplies & Materials	211-61-6399	$100.00
2	3	1	Chart paper, markers, poster boards, affirmation cards, stickers, etc.		$200.00
3	1	1	STEMscopes Math Curriculum materials (digital and print) Manipulatives (base-ten blocks, counters, fraction bars, etc.) MAP Math reports and data tracking systems Math journals and anchor chart materials		$500.00
3	2	1	Literacy night materials and incentives		$500.00
4	1	1	Certificates, prizes, and recognition materials Bulletin board supplies for tracking and celebration displays Budget allocation for attendance celebrations or events		$500.00
				Sub-Total	$2,400.00

199 General					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and Materials		$500.00
1	2	1	Supplies & Materials	199-11	$100.00
2	1	1	Supplies & Materials		$100.00
2	2	2	Supplies & Materials		$100.00
4	1	1	Certificates, prizes, and recognition materials Bulletin board supplies for tracking and celebration displays Budget allocation for attendance celebrations or events		$500.00
				Sub-Total	$1,300.00

199 comp Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Supplies & Materials	199-11-6399-00-103-9-30-000	$100.00
2	2	3	Drop out & violence prevention materials	199-11-6399-00-103-9-30-000	$500.00
3	1	1	STEMscopes Math Curriculum materials (digital and print) Manipulatives (base-ten blocks, counters, fraction bars, etc.) MAP Math reports and data tracking systems Math journals and anchor chart materials		$500.00

199 comp Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,100.00