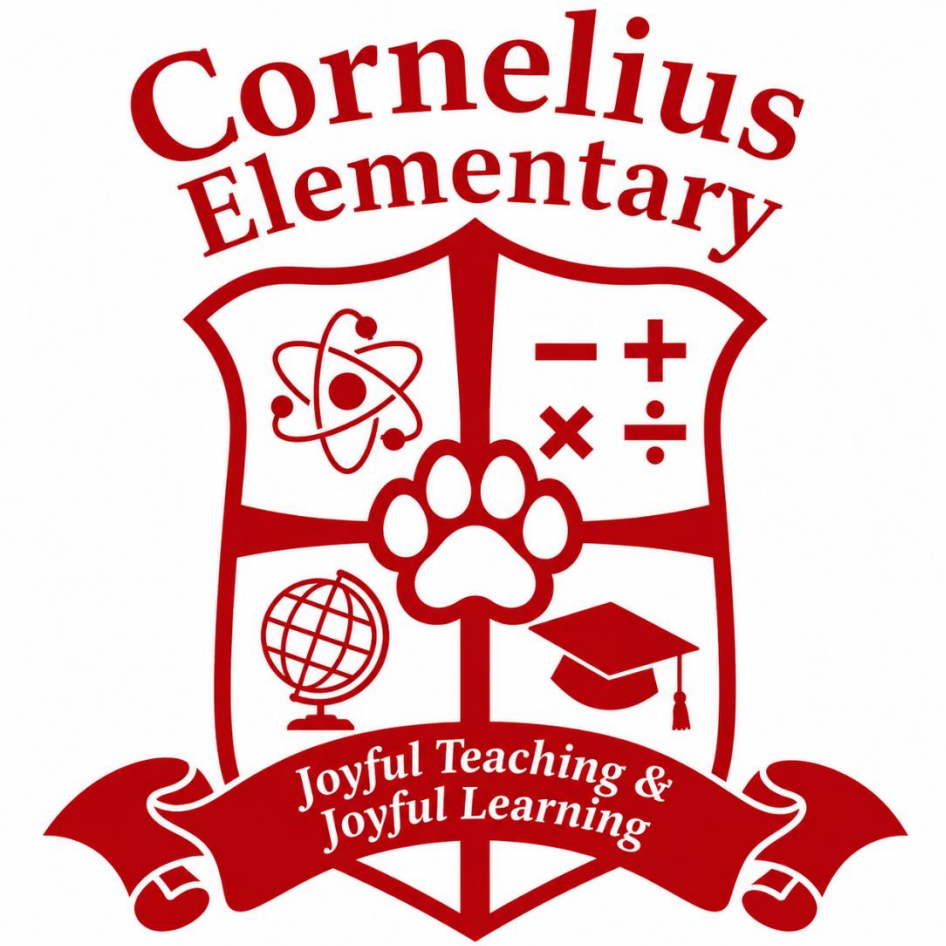
2026-2027 Action Plan



Cornelius Elementary School

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs Vision Theory of Action

Cornelius Elementary is committed to ensuring high-quality instruction in every classroom, every day, through rigorous, standards-aligned teaching, strong instructional systems, and continuous data-driven improvement.

Needs related to student achievement data

Current student performance data indicates that while Cornelius Elementary demonstrates strong student growth, significant gaps remain in overall achievement—particularly in Reading, Science, and among Emergent Bilingual (EB) students.

Winter 2025–2026 NWEA projections indicate:

- **Math:** 56.7% projected Meets or above; ~43% below grade level
- **Reading:** 51.7% projected Meets or above; nearly half below proficiency
- **Spanish Reading:** ~50% projected Did Not Meet, indicating a critical EB literacy gap
- **Science:** 34% projected Did Not Meet, the lowest-performing content area

MAP Growth data reflects strong growth in Math; however, Reading growth is inconsistent, particularly in Grade 2, highlighting gaps in foundational literacy. While Domain II (School Progress) remains strong, Domain I (Achievement) continues to lag, demonstrating a misalignment between growth and mastery.

TELPAS trends further indicate that EB students are not progressing at expected rates, reinforcing the need for intentional language development embedded within Tier 1 instruction.

Conclusion:

While systems supporting growth are in place, the campus must strengthen grade-level rigor, Tier 1 instruction, and targeted supports for EB and intervention students to improve overall achievement outcomes.

Needs related to improving the quality of instruction

To improve the quality of instruction, Cornelius Elementary will prioritize strengthening Tier 1 instruction aligned to grade-level expectations across all content areas. While instructional systems are in place, inconsistency in execution—particularly around rigor, student discourse, and alignment to the Demonstration of Learning (DOL)—continues to impact student outcomes.

The campus will continue implementing the HISD curriculum across K–5 and refine internalization practices to ensure lessons are delivered with fidelity, clarity, and purpose. Instructional delivery will emphasize:

- Teaching to grade level
- Use of exemplars
- Structured student discourse
- Real-time checks for understanding
- Data-driven adjustments

System evaluation (philosophy, processes, implementation, capacity)
Cornelius Elementary operates within a continuous improvement model focused on high-quality instruction. Systems including PLCs, instructional walkthroughs, and data meetings are in place; however, the 2026–2027 focus will be on strengthening:

- Consistency of instructional execution
- Accountability to instructional expectations
- Precision in lesson internalization and delivery

Leadership will build capacity through:

- Tight SPOT-aligned coaching cycles
- Data-driven PLC structures
- Clear instructional look-fors aligned to district expectations
- Ongoing monitoring of student progress and intervention systems

Key Actions Summary

- Key Action 1 (Tier 1 Instruction): Strengthen grade-level instruction and rigor across all classrooms (Domain I & II)
- Key Action 2 (Reading & EB Literacy): Improve literacy outcomes with targeted support for EB students (Domain I & III)
- Key Action 3 (Science Outcomes): Increase science achievement through rigorous instruction and writing (Domain I)
- Key Action 4 (SPED Accountability): Maintain compliance while improving instructional impact (Domain III)

School Action Plan

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)* **Strengthen Tier 1 Instruction (Teach to Grade Level; High-Quality Instruction)**
	Indicators of success *(Measurable results that describe success.)* **Student outcomes:** • By EOY, 85% of students in grades 2–5 will meet or exceed projected growth in Reading and Math on NWEA MAP. By MOY, 70% of students will meet or exceed projected growth. • By EOY, 70% of students in grades 2–5 will meet or exceed the 50th percentile on NWEA MAP Reading and 70% will meet or exceed the 50th percentile on NWEA MAP Math. By MOY, 60% of students will meet or exceed the 50th percentile in each content area. • By EOY, 85% of students will demonstrate mastery of grade-level DOLs as measured by aligned formative assessments. By MOY, 70% of students will demonstrate mastery. • By EOY, 80% of teachers will earn a Proficient I rating, with an average score of 10.5 or higher out of 18 points on the spot rubric. By MOY, 60% of teachers will earn a Proficient I rating with an average score of 10.5 or higher.

- By EOY, at least 85% of students in grades 2–5 will complete 50 IXL Reading digital lessons aligned to grade-level TEKS. By MOY, at least 75% of students in grades 2–5 will complete 30 IXL Reading digital lessons.
- By EOY, at least 90% of students in grades 1–5 will complete 100 Zearn Math digital lessons. By MOY, at least 75% of students in grades 1–5 will complete 50 Zearn Math digital lessons.

- **Implementation/fidelity indicators:**
  - Weekly walkthrough data will show DOL-to-TEKS alignment, posted exemplar, MRS, student discourse, and purposeful monitoring evident in at least 80% of classrooms by MOY and 90% by EOY.
  - 100% of teachers will receive actionable feedback within 48 hours of a scored walkthrough and a follow-up check within 5 school days when any look-for is not evident.

Evidence:

- Principal Monica Rojas; AP team and leadership support implementation.
  - Weekly walkthroughs, weekly PLC review, biweekly principal-led evidence review.

Evidence: SPOT notes, walkthrough calibration tracker, PLC artifacts, DOL mastery tracker, coaching follow-up log, NWEA reports. **TRACKER**: 26-27 Leadership Responsibilities (SPOTs)

Specific actions - school leaders

Instructional monitoring and coaching:

- Principal will lead a weekly calibrated walkthrough cycle with APs using the 5-campus look-fors:
  - DOL alignment
  - Exemplars
  - MRS/100% participation,
  - Student discourse
  - Purposeful monitoring

Leadership Team will:

- complete weekly SPOT-aligned walkthroughs, record evidence in a shared tracker, and provide teachers one clear bite-sized next step within 48 hours.
- model high-quality instruction through demonstration lessons and co-teaching cycles.
- Establish student-level data tracking systems to monitor progress toward projected growth goals.
- Teachers scoring below fidelity on a look-for will receive a coaching follow-up within 5 school days, including modeling, co-planning, or observation of a peer classroom.
- Grade levels with DOL mastery below 70% for two consecutive checks will create a reteach plan during PLC and submit evidence of reteach implementation within one week.
- Campus leaders will facilitate weekly PLCs focused on lesson internalization, including alignment to TEKS, DOL, exemplar, student task, language supports, and anticipated misconceptions.
- Campus leaders will monitor lesson plans and instructional materials to ensure grade-level rigor and alignment to HISD curriculum expectations.
- Campus leaders will lead BOY, MOY, and EOY NWEA data analysis meetings to monitor student growth, achievement trends, and subgroup performance.

Planning and internalization:

- APs/teacher specialists will facilitate weekly PLCs using a consistent agenda: unpack TEKS, review exemplar, align DOL, plan CFUs/MRS, identify reteach needs, and assign small-group actions.

	Data-driven instruction: ▪ Principal will lead a biweekly Evidence Review meeting to review DOL mastery trends, SPOT/walkthrough evidence, NWEA progress, and action item completion. ▪ Students below 70% DOL mastery for two consecutive cycles will be placed on an escalation tracker for reteach, small group, acceleration block support, or intervention review. **Fidelity threshold:** 100% weekly PLC completion; 80% of PLC action items closed by the next meeting; 90% or higher completion of scheduled walkthroughs.
	Specific actions – staff **Instructional planning and delivery:** ▪ Teachers will submit/bring weekly internalization evidence showing TEKS, exemplar, DOL, MRS/CFUs, and anticipated misconceptions. ▪ Teachers will deliver grade-level lessons using exemplars and multiple response strategies to ensure all students respond and show thinking. **Student engagement and accountability:** ▪ Teachers will use purposeful monitoring and structured discourse daily, with sentence stems and accountable talk routines. ▪ Teachers will use NWEA MAP data, DOL data, formative assessments, and student work to adjust instruction in real time. ▪ Teachers will maintain data trackers to monitor student mastery of DOLs and progress toward projected growth goals. ▪ Teachers will bring DOL results, student work samples, and reteach plans to PLC when class mastery is below 70%. ▪ Teachers will implement next steps from walkthrough feedback and provide evidence of adjustment during follow-up walkthroughs, PLCs, or coaching cycles. ▪ Teachers will maintain small-group plans aligned to DOL and MAP data. **Progress monitoring:** ▪ Teachers will update the DOL mastery tracker weekly and identify students as green (80%+), yellow (70-79%), or red (below 70%). ▪ Students in red for two consecutive checks will receive documented reteach/small group support; if still below mastery after the next cycle, the teacher will bring the student to PLC for escalation.
	Key Action One: Strengthen Tier 1 Instruction (Teach to Grade Level; High-Quality Instruction)

Staff Devel.

1. Who (Participants & Facilitators)
· Participants: K–5 teachers, SPED teachers, interventionists, instructional aides
· Facilitators: Campus leadership, instructional coaches, district specialists

2. What (Training Topics & Objectives)
· Lesson Internalization (TEKS, DOL, exemplar alignment)
· NWEA MAP Data Analysis (BOY, MOY, EOY)
· High-Quality Instruction (MRS, discourse, exemplar use)
· Formative Assessment & real-time adjustments
· SPOT Domain II alignment

3. When (Training Schedule)
· August PD Week: Internalization + BOY data
· Weekly PLCs: Planning + data adjustments
· Monthly PD: Instructional strategies + SPOT alignment
· BOY/MOY/EOY Data Meetings

4. Where (Training Locations & Formats)
· On-campus PD sessions
· PLC meetings
· Classroom coaching (modeling/co-teaching)
· Virtual resources

Budget

Proposed item	Description	Amount
Staff development	Training materials and teacher stipends for PD and planning	$1,500
Materials/resources	Instructional resources, exemplars, and data tracking tools	$2,500
Purchased services	NWEA-aligned supports and instructional resources	$2,000
Other	Staff incentives and recognition	$1,000
Other		
	Total	**$7,000**
Funding sources: T-I, P-A-BASIC PROG		

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*
Improve K–5 Reading Outcomes with Focus on EB Literacy

Indicators of success *(Measurable results that describe success.)*

- By EOY, 70% of students in grades 2–5 will meet or exceed the 50th percentile on NWEA Reading. By MOY, 60% of students in grades 2–5 will be on track to meet or exceed the 50th percentile.
- By EOY, 65% of Emergent Bilingual (EB) students will meet TELPAS growth expectations. By MOY, 50% of Emergent Bilingual (EB) students will demonstrate progress toward meeting TELPAS growth expectations.
- By EOY, 85% of students in grades K–2 will demonstrate typical or above-typical growth as measured by DIBELS. By MOY, 70% of students in grades K–2 will demonstrate typical or above-

typical growth as measured by DIBELS.

- By EOY, 80% of teachers will earn an average of at least **10 out of 13 instructional points** on the Instruction section of the Spot Form, demonstrating consistent implementation of High-Quality Instruction through structured listening and speaking, purposeful writing, annotation, and intentional scaffolding. By MOY, 65% of teachers will earn an average of at least **8 out of 13 instructional points**.
- By EOY, **80% of Emergent Bilingual students in grades 3–4** will demonstrate **75% or higher mastery** on assigned Summit K–12 activities in listening, speaking, reading, and writing. By MOY, at least **60% of students** will meet this target, demonstrating consistent progress in English-language development.

Implementation/fidelity indicators:

- 85% of Reading/EB walkthroughs will show language objective use, academic vocabulary, sentence stems, structured discourse, and scaffolded writing by EOY.
- 100% of EB students identified as off-track will be monitored in the EB literacy tracker with intervention/acceleration action steps.

Acceleration block indicators:

- Students enter acceleration block when they are below 50th percentile, below 70% average DOL mastery for two cycles, DIBELS below benchmark, or not progressing toward TELPAS expectations.
- Students exit when they demonstrate 80% or higher mastery for two consecutive checks and/or meet campus benchmark criteria.

Evidence:

Owner: Principal Monica Rojas; AP assigned to Reading/EB; ESL/Reading support staff; interventionists; classroom teachers

Cadence: Weekly implementation check; biweekly subgroup tracker review; 3-week intervention cycle review; BOY, MOY, and EOY data meetings

Evidence: Reading/EB acceleration tracker, intervention schedule, DIBELS/Lectura data, MAP Reading data, TELPAS (Summit K-12) tracker, EB subgroup tracker, PLC notes, small group lesson plans, student work samples, and parent communication logs when applicable

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Language Development Systems:

- Campus leaders will monitor implementation of language objectives across all content areas during walkthroughs.
- Campus leaders will provide targeted professional development on academic vocabulary, sentence stems, structured discourse, writing, and EB scaffolds.

Instructional Monitoring:

- Campus leaders will conduct weekly walkthroughs focused on EB supports, including language objectives, sentence stems, scaffolds, academic vocabulary, and student discourse.
- The AP assigned to Reading/EB will maintain a Reading/EB acceleration tracker that identifies students, entry criteria, intervention focus, provider, schedule, progress monitoring tool, and exit criteria.
- Analyze Reading and TELPAS data during PLCs and leadership meetings.

Support Structures:

- Ensure alignment between Reading instruction and language development strategies.

	· Students will enter the Reading/EB acceleration block based on BOY MAP Reading, DIBELS, TELPAS data, formative assessments, and teacher input. · Students will receive targeted intervention at least 3 times per week. Progress will be reviewed every 3 weeks during PLC. · Students may exit intervention after two consecutive progress checks show mastery or adequate growth toward the target. · Campus leaders will provide targeted coaching for teachers with high EB populations and for classrooms where EB students are not demonstrating expected progress.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* **Language & Literacy Instruction:** · Implement daily structured student discourse using sentence stems. · Explicitly teach and reinforce academic vocabulary across content areas. **Writing & Comprehension:** · Integrate writing opportunities in all content areas to strengthen comprehension. · Provide scaffolds aligned to student language proficiency levels. · Provide targeted small group literacy instruction for EB and Tier 2/3 students based on data. **Acceleration block implementation:** · Teachers/interventionists will provide targeted small-group instruction based on the acceleration roster and update progress evidence at least weekly. · Teachers will document strategy used, student response, and next step in the literacy tracker. **Data Monitoring:** · Use DIBELS, MAP, and formative data to adjust instruction and grouping. · Track EB student progress toward language and literacy goals. · Students not making progress for two cycles will be brought to PLC/student support huddle with work samples and tracker evidence.
	Key Action Two: Improve K–5 Reading Outcomes with Focus on EB Literacy

Staff Devel.

1. Who (Participants & Facilitators)
· Participants: K–5 teachers, ESL teachers, interventionists
· Facilitators: Campus leadership, instructional coaches, ESL specialists

2. What (Training Topics & Objectives)
· EB strategies (language objectives, scaffolds, discourse)
· Reading comprehension and writing integration
· TELPAS alignment and expectations
· Data analysis (DIBELS, MAP, TELPAS)

3. When (Training Schedule)
· August PD Week: EB strategies + BOY data
· Weekly PLCs: Reading planning and adjustments
· Monthly PD: Literacy strategies and TELPAS alignment
· BOY/MOY/EOY Data Meetings

4. Where (Training Locations & Formats)
· On-campus PD sessions
· PLC meetings
· Classroom coaching
· Virtual resources

Budget

Proposed item	Description	Amount
Staff development	EB and literacy training	$1,500
Materials/resources	Literacy and language support materials	$3,000
Purchased services	iXL / literacy platforms, K-5th license	$15,000
Other	Staff incentives	$1,000
Other		
	Total	**$20,500**
Funding sources: T-I, P-A-BASIC PROG		

KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*
Improve Science Achievement (Rigor + Writing)

Indicators of success *(Measurable results that describe success.)*

- By EOY, 65% of students in grade 5 will meet or exceed the 50th percentile on NWEA Science. By MOY, 55% of students in grade 5 will be on track to meet or exceed the 50th percentile.
- By EOY, 85% of students in grades 2–5 will meet their NWEA MAP Science growth targets. By MOY, 70% of students in grades 2–5 will meet their NWEA MAP Science growth targets.
- By EOY, 85% of students in grade 5 will score at least 1 out of 2 on STAAR-aligned Short Constructed Response (SCR) items. By MOY, 75% of students in grade 5 will score at least 1 out of 2 on STAAR-aligned Short Constructed Response (SCR) items.
- By EOY, at least 85% of students in grades 3–5 will complete 50 IXL Science digital lessons. By MOY, at least 75% of students in grades 3–5 will complete 30 IXL Science digital lessons.

	Implementation/fidelity indicators: • 100% of grades 2-5 teachers will implement a weekly science writing task/SCR aligned to TEKS and STAAR expectations. • monthly student work calibration will show rubric alignment and next instructional step for students scoring 0 or 1. • Science walkthroughs will show vocabulary, SCR structure, purposeful monitoring, and student discourse in 80% of classrooms by MOY and 90% by EOY. **Evidence:** Owner: Principal Monica Rojas; AP Andrea Jaime/AP team and Science teacher specialist support. Cadence: Weekly science PLC/student work review; biweekly principal-led evidence review. Evidence: MAP Science, STAAR interim/DOL data, SCR tracker, calibrated rubrics, student samples, walkthrough notes.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* **Instructional Focus:** · Leadership will conduct science-focused walkthroughs using look-fors for TEKS alignment, vocabulary development, hands-on/inquiry opportunities, student discourse, and written scientific reasoning. · AP/Science specialist will facilitate weekly PLCs that include analysis of Science DOLs, MAP skills, and STAAR-aligned SCR samples. **Coaching & Support:** · Provide coaching on science instruction and writing integration. · Facilitate PLCs focused on science data analysis. · Students scoring 0 on two consecutive SCRs will receive targeted reteach or small group support during the next instructional cycle. · Classes or student groups below 70% SCR mastery will receive additional coaching, model lessons, and reteach planning support. · Campus leaders will provide coaching on science instruction, vocabulary development, hands-on inquiry, and evidence-based writing. **Progress Monitoring:** · Track science performance trends and adjust support. · 100% weekly SCR implementation; 90% teacher participation in scoring calibration; 80% of identified students show progress by the next review cycle.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* · Teachers will plan and deliver TEKS-aligned science lessons. · Teachers will incorporate hands-on and inquiry-based learning aligned to grade-level standards. · Teachers will explicitly teach science vocabulary and provide opportunities for structured student discourse. · Teachers will implement weekly STAAR-aligned science writing tasks. · Teachers will provide feedback to strengthen student responses using the campus 0–2 SCR rubric. · Science teachers will maintain a weekly SCR tracker and bring scored student samples to PLC for calibration and reteach planning. · Teachers will provide targeted reteach for students scoring 0 on two consecutive SCR responses and document the instructional adjustment.

	· Teachers will use MAP Science, formative data, DOL data, and student writing samples to guide instruction and grouping. **Data Use:** · Teachers will update the Science SCR tracker weekly and bring student samples to PLC for calibration. · Students scoring 0 or below 70% DOL mastery for two checks will receive reteach/small group intervention and be reviewed in PLC.
	Key Action Three: Improve Science Achievement (Rigor + Writing))
Staff Devel.	1. Who · Participants: 2–5 teachers, interventionists · Facilitators: Instructional coaches, leadership 2. What · Science TEKS alignment · Writing integration (SCRs) · Data analysis (MAP Science) 3. When · August PD Week · Monthly PD · Weekly PLCs 4. Where · On campus · PLCs · Coaching cycles

Budget

Proposed item	Description	Amount
Staff development	Science PD	$1,000
Materials/resources	Science materials and writing supports	$2,000
Purchased services	MAP-aligned resources	$1,500
Other	Staff incentives and classroom support items	$500
Other		
	Total	**$5,000**
Funding sources: PUA-MAGNET PROGRAM		

KEY ACTION FOUR	**Key Action** *(Briefly state the specific goal or objective.)* **Strengthen SPED Systems & Instructional Impact**
	Indicators of success *(Measurable results that describe success.)* • By EOY, 100% of ARDs will be held on or before required deadlines. By MOY, 100% of ARDs will be held on or before required deadlines. • By EOY, 100% of teachers will implement IEP accommodations with fidelity. By MOY, 90% of teachers will implement IEP accommodations with fidelity. • By EOY, **100% of teachers serving students with disabilities** will consistently implement and document required IEP accommodations with fidelity during **High-Quality Instruction**, as

evidenced through lesson plans, classroom observations, student work, and progress-monitoring documentation. By MOY, at least **90% of teachers** will meet this expectation.

- By EOY, 90% of IEP progress monitoring will align with students' IEP goals. By MOY, 80% of IEP progress monitoring will align with students' IEP goals.

Instructional impact indicators:
100% of teachers serving students with IEPs will have access to current IEP-at-a-glance/accommodation documentation and receive support on implementation.
Monthly SPED instructional walkthroughs/accommodation audits will document evidence of accommodations during Tier 1 instruction and intervention.
Students with disabilities off-track in DOL/MAP/STAAR readiness will be monitored in the subgroup tracker and reviewed biweekly.
Owner: Principal Monica Rojas; AP Yessica Castillo/AP team and SPED department chair support.
Cadence: Weekly ARD calendar check; monthly IEP/accommodation audit; biweekly subgroup evidence review.
Evidence: ARD calendar, IEP audit log, accommodation fidelity checklist, progress monitoring samples, subgroup tracker, PLC notes.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Campus leaders will maintain the ARD calendar and monitor deadlines weekly.
- Leadership Team and the SPED Department Chair will conduct monthly IEP audits.
- Leadership Team and the SPED Department Chair will maintain a monthly SPED instructional impact tracker that includes ARD timelines, accommodation fidelity, progress monitoring updates, instructional evidence, and student progress toward IEP goals.
- Case managers will review IEP progress every 2 weeks and update evidence aligned to student goals.
- Campus leaders will conduct weekly accommodation fidelity checks during walkthroughs and compare observed implementation with documented IEP supports.
- Campus leaders will monitor students with disabilities with access to grade-level instruction during walkthroughs and PLC data reviews.
- If accommodations are not observed or documented after two checks, the AP/SPED lead will meet with the teacher within 5 school days to review expectations, provide support, and schedule a follow-up check.
- Students not making progress toward IEP goals after 4 weeks will be reviewed by the SPED team to determine instructional adjustments, intervention changes, or ARD/IEP team follow-up.
- Campus leaders will provide coaching to general education and SPED teachers on accommodation implementation, progress monitoring, and instructional response.

Fidelity threshold:
100% on-time compliance; 90%+ accommodation fidelity by MOY and 100% by EOY; 80% of audit action items closed by next review.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
Implementation:

- Teachers will review IEP-at-a-glance documentation and implement accommodations during Tier 1, small group, assessment, and intervention.
- Teachers will document accommodation use through lesson plans, student work, assessment notes, and progress monitoring records.
- Teachers will participate in SPED data meetings and problem-solving conferences.

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General education and SPED teachers will document accommodation implementation weekly and bring evidence of student progress to SPED data meetings.
Case managers will communicate accommodation expectations to teachers, review implementation evidence, and support teachers with instructional adjustments when students are not making progress.

Progress Monitoring:
SPED teachers/case managers will collect goal-aligned progress monitoring evidence according to IEP timelines.

General education teachers will collaborate with SPED staff during PLC to review student progress, adjust supports, and document next steps.
Walkthrough evidence, IEP progress monitoring reports, ARD calendar, SPED audit checklist, student work samples, intervention tracker, and SPED data meeting notes

Evidence: sign-in sheets, audit logs, accommodation fidelity data, progress monitoring samples, coaching notes.
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<tr><td></td><td>Key Action Four: Strengthen SPED Systems & Instructional Impact</td></tr>
<tr><td>Staff Devel.</td><td>
1. Who
· Participants: SPED and general education teachers
· Facilitators: SPED specialists, leadership

2. What
· IEP implementation
· Progress monitoring
· Compliance expectations

3. When
· August PD
· Monthly check-ins

4. Where
· On campus
· PLCs
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<tr><td>Budget</td><td>
<table>
<tr><th>Proposed item</th><th>Description</th><th>Amount</th></tr>
<tr><td>Staff development</td><td>SPED training</td><td>$1,500</td></tr>
<tr><td>Materials/resources</td><td>IEP tools and resources</td><td>$2,000</td></tr>
<tr><td>Purchased services</td><td>Progress monitoring tools</td><td>$2,500</td></tr>
<tr><td>Other</td><td>Staff incentives and overtime pay for afterschool tutorials</td><td>$1,500</td></tr>
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<tr><td colspan="3">Funding sources: PUA-SPECIAL EDUCATION</td></tr>
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