

Judson Independent School District
Hopkins Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

All Hopkins Elementary students will receive a quality education enabling them to become successful in a global society.

Vision

Hopkins Elementary is producing excellence!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of May 2016 is 809 students. The campus is approximately 73% Hispanic, <1% Asian, 13% African American, 12% White. In addition 88% of the student population is economically disadvantaged, 18% are English Language Learners and 9% are identified as Special Education. Hopkins Elementary serves students from Head Start Program, grades Pre-Kindergarten through 5th grade. The school is a Dual Language/Bilingual Program, implementing the the last year of late exit-model for our 5th grade students as they have progressed through Hopkins. The 90/10 Dual language program started with kindergarten and looped up each each year adding dual language, grade by grade, to eventually be a school wide dual language campus in 2016-2017. For the 2016-2017 school year, Hopkins Elementary will transition to a 50/50 Dual Language Model starting with Kindergarten to employ consistent programing across the district. Hopkins Elementary resides in far east part of Judson ISD in the town of Kirby, Texas. Several communities surround the school. The communities are mostly working class, comprised of single parent, multi-family as well as single family homes.

The percentage of our campus population served in dyslexia is 6%, TAG is 5% and we have a 22% population of bilingual students.

Demographics Strengths

1. Student demographic trends have remained consistent over many years.
2. Economically Disadvantaged percentage has increased slightly by 3% and student performance has remained the same.
3. Staff is representative of the student population.
4. Attendance rate of 95.9%.
5. Parent involvement in social events is positive.
6. Many families are life long residents of our neighborhood community.
7. Teachers and staff are current residents of the neighborhood community.
8. Part of our student popluation attend our school as the cluster for the Dual Language and Head Start Programs.

Demographics Needs

1. Need to improve volunteer support during school hours.

2. Parent involvement at home is a struggle to support learning at home.
3. 88% of our students are considered at risk students.
4. Many of our parents are second language learners as well and are challenged with supporting students in English language acquisition.
5. As a dual language campus, our English Language speaking parents are challenged to support their students in second language acquisition.
6. Maintain high level of expectations to ensure students get high quality education.

Student Achievement

Student Achievement Summary

As a Met Standard campus, our analysis of the STAAR data for 2014-2015 shows that our school is at or slightly below the district and state average on several tests and subgroups. Math performance in 3rd, 4th, and 5th was above district and state averages. Reading and Science is the main area of concern. Reading performance in 3rd was 68% compared to district average of 75% and state average of 77%, 4th grade was 67% compared to district average of 72% and state average of 74%. Science performance was 67%, above district average of 64%, but below state average of 72%. The data indicates our ELL population needs significant assistance in Reading in all grades. Special Education sub-populations will need assistance in all content areas. All students will receive support through identified instructional strategies. The targeted goals and objectives will be set in place. System Safeguard not met were in Reading for our ELL students.

STAAR performance:

- In 3rd and 4th grades all students on STAAR Reading performed below state and district average while 5th grade students performed well above average compared to district and state average. 3rd, 4th, and 5th grade STAAR Math scores were well above district/state average by 5%. 4th Writing was at District average. 5th science was above district average.

Ethnicity: STAAR performance in 3rd and 4th grade Reading for Sped, LEP and Bilingual was well below the standard in English and Spanish. In 4th grade writing our Spanish testers scored significantly below standard. In 5th grade Science and Math our LEP and Special Ed students were low performing.

TAG students generally performed better than the overall student performance on almost all tests. Special Ed students are a small number and performed low overall.

Student Achievement Strengths

STAAR Performance was above District average in math for all grade levels and 5th grade reading. 5th Science was above District average. Performance was above State average in 3rd, 4th, 5th grade Math, 5th Reading.

Ethnicity: STAAR performance was above 80% in 3rd grade Reading for African American and 2 or more races, in 4th grade reading for 2 or more races, 4th grade writing for 2 or more races and first year monitor students. in 5th grade Reading for Asian, AA, H, 2 or more races, and 1st year monitor.

Performance on Accountability Rating was above target in all 4 indices. Top 25 Percent Student Progress Distinction Designation.

Student Achievement Needs

Campus attendance rate indicator of 95.9% needs to increase in order to meet the indicator score for distinctions. Overall student performance in reading, writing, and science needs to increase from quartile 2 to 3.

All Students: STAAR performance was below 70% in 3rd Reading and 4th Reading which is below district and state. 4th Writing and 5th Science were below state average.

Continued improvement in Reading to increase the passing percentage to meet Phase in II and increase Level III performance.

Increase performance in science, writing, and increase the number of students in K-2 reading on grade level.

Special Program Groups:

At Risk students performed lower than the overall group on most tests.

Special Ed students performed low in Reading, Math, Writing, and Science and this is a concern.

LEP student performance has declined in Reading and writing and is low in science. Overall scores are not high enough to satisfy the staff, parents, or students.

Our Special ED and LEP populations struggled more in the areas of reading and science on the state assessment. The campus need is to increase the rigor rate for all students and include appropriate interventions/acceleration for all student subgroups. Maintain high level of expectations to ensure students get high quality education.

School Culture and Climate

School Culture and Climate Summary

School climate is generally considered to be positive on campus. Comments from visitors continually mention the cleanliness of the school along with the friendliness and professionalism of the staff.

Parent survey shows overwhelming positive view of Hopkins. School climate from staff survey shows overall satisfaction with Hopkins. Parents indicated they felt welcomed at school and feel they can voice their concerns with administration or teaching staff. Campus events are well attended by parents.

Staff/Students survey results show overall positive view of Hopkins Elementary.

High percentage of parent requests for intra-district transfers to Hopkins Elementary.

Weekly newsletter is sent to staff to motivate, encourage, and communicate information. Team building activities are conducted throughout the year at faculty meetings, professional development, and at social occasions.

Content area visions and goals established by staff and reviewed throughout the year.

School Culture and Climate Strengths

1. Parent, student, and staff Survey results show overwhelming positive view of Hopkins Elementary.
2. Strong emphasis on developing and maintaining positive campus climate through the transmission of campus culture.
3. The staff has high expectations for student achievement and students work hard to meet those expectations.
4. Discipline data shows that few students receive discipline referrals (163 referrals this past school year through May 23, 20156, which is an decrease of 35 referrals). Of those referrals, many are repeat offenders.
5. At Hopkins many staff members have been here for many years so traditions, procedures, and structures have been in place for a long time which helps with continuity.
6. Before and after school activities available for students, perfect attendance incentives, student agendas purchased and required to increase responsibility and learning organizational skills.
- 7.

Staff wellness program in place on campus (weight loss challenge and group athletic events).

8. Promote and implement Second Step Bullying Prevention program to decrease bullying situations. Kelso, Trevor, Romain, and Kimochis programs implemented as well.
9. Other activities and programs include, Healthy Friendships, Coffee with the Counselor/Social Worker, and Six Pillars of Character Education.

School Culture and Climate Needs

1. Enculturate new staff members into the Hopkins culture through mentorship, communication, and expectations.
2. Increase awareness of management strategies that effectively promote positive behavior. Continue implementation of positive behavior support training by teachers/staff to provide common language and expectations of all staff and students.
3. Climate survey indicates a need for more consistency in behavior expectations for a school wide discipline/behavior plan campus wide, more input in decision making, plans to increase parent involvement, challenges with meeting the needs of students with so many pull out programs.
4. Increase small group counseling sessions to meet students individual needs and challenges.
5. Increase discussion of bullying/cyber bullying prevention.
6. Implement College/Career Readiness/Career Days and activities throughout the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All members of the staff are Highly Qualified as required by NCLB.

Staff represented a diversity of experience and teaching styles.

Turnover was low for 2015/2016 but will be higher for the 2016-2017 school year with a high number of teachers retiring from the 2015-2016 school year.

Staff attended all required professional development provided throughout the year by campus and district staff.

Staff Quality, Recruitment, and Retention Strengths

1. Staff worked collaboratively to analyze data and plan for student interventions.
2. High interest (based on applications) for qualified staff to work at Hopkins.
3. Mentor programs for 1st year or teachers in need of assistance.
4. Staff expertise in content areas used for Professional Development throughout the school year.

Staff Quality, Recruitment, and Retention Needs

New staff this year (2017-2016) will need to be enculturated and given the opportunities to become successful and stay at Hopkins.

Turnover in Dual Language teaching positions will need to be addressed for consistency in program implementation, delivery, fidelity, and fluidity. Strong retention rates for next year will build cohesion among the school community.

Low staff attendance rate (in SY 2015-2016) due to high number of FMLA.

Provide training and mentoring for new staff in need of assistance.

Continue partnership with UTSA/Texas State for practicum and student teachers in spring semester.

Provide staff more input in decision making and continue to provide professional development throughout the year to meet district and campus needs.

All staff will participate in the 3 Instructional Systems to improve student academic performance and to increase teacher accountability and performance.

Identification/recruitment of high quality bilingually certified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1st administration of Math 5th grade STAAR at 75% which is above district average and Reading 5th grade at 67%, just below district average. IStation reports from end of year show growth for all grade levels. There was a sharp increase in Tier III students in 1st grade and a slight decrease in all other grades levels. Stride reports show an increase of 15% from BOY to EOY. Reading Benchmark scores indicate an increase in 3rd, 4th, and 5th grade reading with a 17% growth for Bilingual 4th grade students. Math Benchmark scores, over two administrations, show 3rd grade with a 20% increase and ELL math students with a 26% increase.

Curriculum, Instruction, and Assessment Strengths

1. IStation reports show an increase Lexile levels in Total Reading scores in all grades.
2. EOY Math Universal Screen all grades were >80 on or above level.
3. ELL/LEP student performance has increased in all content areas for those testing in English. A slight increase in Spanish testers but performance needs to continue to increase significantly.
4. Provide before and after school tutoring, extended day remediation of skills, computer lab and homework center outside the regular school day for student assistance and practice.

Curriculum, Instruction, and Assessment Needs

1. Increase in structured collaborative planning with development, administration, and utilization of common assessments K-5. Increase administration of common assessments independently in K-2.
2. 3rd grade STAAR reading was E-68% and SP-27% and 4th grade STAAR Reading was E-67% and SP-33% passing. This needs to increase substantially.
3. Professional development needed in Reading/Writing (Guided Reading/Writing/Daily 5: breakdown in literacy components for refinement of balanced literacy to ensure time on task in literacy instruction and practice bring depth and rigor to instructional practices that are effective).
4. Math/Reading/Writing/Science time on task and supplemental materials to support classroom instruction.
5. Create daily schedules/common intervention schedules that protect instructional time for optimal learning.

6. Increase school wide participation in All In Learning Assessment Program.

Family and Community Involvement

Family and Community Involvement Summary

Participation in school activities is relatively high, though it could be increased. Parents report a high level of satisfaction with the school, events, and the programs available to the children. They feel the school is inviting and there are opportunities to participate. Increased community participation on campus with strong PTO board involvement, Wagner HS student teacher interns, community business leader partnerships, and senior citizen involvement. Parents find the Blackboard weekly calls from Principal very informative and helpful to plan their schedules and keep them informed.

Family and Community Involvement Strengths

1. Parent communication through Blackboard Connect was scored high in Parent Survey. Will conduct weekly call to communicate school events and information.
2. Opportunities for parents to interact through 2 scheduled conferences, Goal Setting Night/Open House, PTO events (meetings 4x per year plus special events each year). Meet the Teacher, Open House, Night at the Museum, Spa Literacy Night, Math Game Night, Grandparents luncheon, Fall Festival, Parent Summer Reading Program, etc.
3. Close working relationship with City of Kirby, Kirby PD and Kirby FD to support mutual goals.
4. Campus will guide and instruct student teachers with university requirements to instruct students through their community involvement with surrounding universities and alternative certification programs.
5. Wagner HS student teacher interns will support campus curriculum needs with internship hours.
6. Parent survey showed high level of satisfaction with school events and increased participation.

Family and Community Involvement Needs

1. Increase the number of parent/community members involved in volunteering/attending events or meetings regularly with varied meeting times and childcare assistance.

2. Increase PTO participation with board for 2016-2017.
3. Provide materials and training for parents to understand math, reading, homework, and technology curriculum so they can help and work with students at home.
4. Increased communication with parents about school events/informatin in written form (newsletter/flyers), phone calls, text messages, website updates, and student agendas.

School Context and Organization

School Context and Organization Summary

Traditions are maintained by staff which provides support to the community.

School is community focused and provides service to the students and community. The campus develops an annual calendar of events and staff committees are used to maximize staff time and commitment to plan for extracurricular events and programs. Campus leadership capacity is built within the school to grow and increase teacher/staff participation in leadership roles with decision making and implementation of campus initiatives at all levels on campus.

School Context and Organization Strengths

1. Parents/ staff report high level of satisfaction based on responses to their surveys.
2. Master schedule of classes is based on providing uninterrupted teaching time for core subjects.
3. Implementation of monthly dual language instructional meeting to increase ELL student academic performance in all content areas.
4. Increased use of instructional systems (RPM, PLC's, and collaborative planning) to reflect on practice and implement strategies to meet the needs of our students.

School Context and Organization Needs

Enculturate new staff, students and parents to school norms and culture.

Evaluate and update procedures related to dismissal and extracurricular activities as per parent survey.

Continue development of campus leadership capacity through campus committees, instructional systems, professional development, and events.

Increase staff participation in school events, committee participations, tutoring, and extracurricular activities and clubs.

Create a master schedule to allow for pull out services for RTI tier remediation, dyslexia therapy, and special education services to be limited for more efficient use of instructional time and decrease gaps in learning.

Technology

Technology Summary

A level of technology is available to all students through computers, ipads, nooks, chrome books, etc. With a generous donation we were able to increase our inventory of Chrome books to a cart with 26 Chrome books for each grade level to rotate and share. Each classroom is equipped with 4 student computers and a mounted projector to enhance student learning. Two computers labs are available as well. RTI and other specialist have access to technology for thier students as well for remediation of skills. We are working to increase the access and knowledge students have to technology devices with additional training and purchases. Dyslexia teacher received a grant for Ipads for her classroom.

Technology Strengths

1. STAR Chart indicated that campus is moving toward higher levels of proficiency in required technology.
2. Every classroom is equipped with 4 student stations and a mounted projector.
3. Two labs for use in Tech Apps, Istation/Stride Academy.
3. Nooks have been purchased and implemented in classrooms for support in ELA and Math.
4. PTO purchased an iPad for every classroom.
5. Library has a cart of Chrome books available for class use.
6. TAG classroom has a set of Chrome books available to them.
7. Each grade level has a set of 26 Chrome books available to them.
8. RTI Specialist and Dyslexia teachers have access to Chrome books and Ipads.

Technology Needs

Increase use of technology devices to enable students to learn in a different way, expand opportunities, and increase knowledge and effectiveness.

Continue use of Nooks, Chrome books, and iPads in classrooms to support ELA and Math.

Maintain and upgrade equipment as necessary and network services to handle the volume of activity.

Train staff and students on Chrome books for implementation, expectations, and diversity of technology and its application.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: By June 2017, 80% of all students and each student group, including TAG, Special Education and ELL, will pass all sections of the Reading STAAR and each student group will show a minimum growth of 10 percentage points over last year.

Evaluation Data Source(s) 1: STAAR Reading

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Daily 5/Reader's Workshop and Oral Communication with Balanced Literacy.	2, 3, 4	Principal, Asst. Principal, RTI Facilitator, RTI Interventionists, Classroom Teachers	Attendance at Balanced Literacy workshop training, Implementation of strategies evident in lesson plans, walk through and observations to ensure time on task in literacy instruction/practice is effective.				
State System Safeguard Strategy 2) Provide supplemental instructional materials (Spanish and English) in reading (grades 3-5) for teacher use to supplement core instruction for SPED, at-risk, migrant, and McKinney Vento students.	9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionists, Classroom teachers	Materials purchased, distributed and used in classrooms. Student performance on CBA, Common assessments and STAAR increase.				
Funding Sources: 211-7 - Title I - \$8,850.00							
State System Safeguard Strategy 3) Provide instructional materials for at-risk, migrant, and McKinney Vento students in Tier II and Tier III in English or Spanish as necessary.	9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionist, Classroom Teachers	Schedules that support RTI instruction in classrooms and with RTI interventionists. Student growth toward meeting targets set in Tier meetings.				
Funding Sources: 171-7 State Compensatory Education - \$5,000.00							
State System Safeguard Strategy 4) Planning between new staff and mentor teachers to ensure correct strategies are taught, assessment analyze and planning process developed and utilized.	2, 3, 4, 8, 9	Principal, Asst. Principal, RTI Facilitator, Mentor Teachers	Lesson planning that covers expectations. Lesson delivery that is effective in increasing student performance				

<p align="center">State System Safeguard Strategy</p> <p>5) Assessment data will be used to identify At risk students , including SPED, Migrant, McKinney Vento, and ELL students to provide after school tutoring program to increase reading comprehension in grades 3-5 in English and Spanish. Teachers will meet regularly to disaggregate ongoing assessment to continue instruction.</p>	8, 9	Principal, Asst. Principal, RTI Facilitator, Teachers	Student performance on program assessments, CBA's, and STAAR increase.				
Funding Sources: 171-7 State Compensatory Education - \$12,000.00							
<p align="center">State System Safeguard Strategy</p> <p>6) Provide staff development on application of incorporating technology into the classroom for daily instruction and intensive intervention. Teachers use technology applications to engage students, promote active learning, and boost achievement for higher level thinking skills and mastery of content.</p>	2, 3, 4	Principal, Asst. Principal, Staff, RTI Facilitator, Classroom Teachers	Technology applications used in instructional planning, student performance on Common assessments, CBA's, and STAAR increase.				
<p align="center">State System Safeguard Strategy</p> <p>7) Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM, and Dual Lanugae PLC which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners and SPED. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice</p>	2, 3, 4, 5, 8, 9	Principal, Asst. Principal, RTI Facilitator	Campus RPM, collaborative and Vertical Alignment team meetings schedule, minutes, agendas and goals.				
Funding Sources: 211-7 - Title I - \$1,000.00							
<p>8) Provide 1/2 day planning sessions for 3-5 Grade Teachers for STAAR 10 day remediation plan. Teachers will meet to disaggregate STAAR assessment data and plan remediation of skills.</p>	8, 9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionist, Classroom Teachers	STAAR assessment results.				
Funding Sources: 211-7 - Title I - \$500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: By June 2017, 85% of all students and each student group, including TAG, Special Education and ELL, will pass all sections of the Math STAAR and each student group will show a growth of at least 10 percentage points over last year.

Evaluation Data Source(s) 2: STAAR Math

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Provide supplemental instructional materials for teachers 3-5 for use in general classroom instruction for SPED, at-risk, migrant, and McKinney Vento students including Bilingual.</p>	9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionists, Classroom Teachers	Materials purchased, distributed and used in classrooms. Student performance on CBA, Weekly assessments and STAAR increase.				
Funding Sources: 171-7 State Compensatory Education - \$2,000.00							
<p>State System Safeguard Strategy</p> <p>2) Planning between new staff and mentor teachers to ensure correct strategies are taught, planning process developed and utilized, and how to disaggregate assessment data for instructional purposes.</p>	2, 3, 4, 8, 9	Principal, Asst. Principal, RTI Facilitator, Mentor teachers	Lesson planning that covers expectations. Lesson delivery that is effective in increasing student performance.				
<p>State System Safeguard Strategy</p> <p>3) Provide instructional materials for at-risk, migrant, and McKinney Vento students in Tier II and Tier III in English or Spanish as needed.</p>	9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionists	Schedules that support RTI instruction in classrooms and with RTI interventionists. Student growth toward meeting targets set in Tier meetings.				
Funding Sources: 171-7 State Compensatory Education - \$2,000.00							
<p>State System Safeguard Strategy</p> <p>4) At risk students , including SPED, Migrant, McKinney Vento and ELL students will be provided after school tutoring program to increase math problem solving skills in grades 3-5 in English and Spanish.</p>	9, 10	Principal, Asst. Principal, RTI facilitator, Staff	Student performance on program assessments, CBA's, and STAAR increase.				
Funding Sources: 171-7 State Compensatory Education - \$4,500.00							
<p>State System Safeguard Strategy</p> <p>5) Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM and Dual Language PLC which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice</p>	2, 3, 4, 5, 8, 9	Principal, Asst. Principal, RTI Facilitator	Campus RPM, collaborative and Vertical Alignment team meetings schedule, minutes, agendas and goals.				
Funding Sources: 211-7 - Title I - \$1,000.00							

<p align="center">State System Safeguard Strategy</p> <p>6) Provide staff development on application of incorporating technology into the classroom for daily instruction and intensive intervention. Teachers use technology applications to engage students, promote active learning, and boost achievement for higher level thinking skills and mastery of content.</p>	2, 3, 4	Principal, Asst. Principal, Staff, RTI Facilitator, Classroom Teachers	Technology applications used in instructional planning, student performance on Common assessments, CBA's, and STAAR increase.				
<p>7) Provide 1/2 day planning sessions for 3-5 Grade Teachers for STAAR 10 day remediation plan. Teachers will meet to disaggregate STAAR assessment data and plan remediation of skills.</p>	8, 9	Principal, Asst. Principal, RTI Facilitator, RTI Interventionist, Classroom Teachers	STAAR assessment results				
Funding Sources: 211-7 - Title I - \$500.00							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: By June 2017, 85% of all 4th grade students in each student group, including TAG, Special Education and ELL, will pass all sections of the Writing STAAR and each student group will show growth of at least 10 percentage points over last year.

Evaluation Data Source(s) 3: STAAR Writing

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Provide supplemental instructional materials for teachers K-5 for use in general classroom instruction including SPED, Bilingual, McKinney Vento, and Migrant students.</p>	2, 9	Principal, Asst. Principal, RTI Facilitator, Classroom Teachers	Increase in the amount and quality of student writing Materials purchased, distributed and used in classrooms. Student performance on CBA, Weekly assessments and STAAR increase.				
Funding Sources: 199-7 -General Operating - \$2,000.00							
<p>State System Safeguard Strategy</p> <p>2) Planning between new staff and mentor teachers to ensure correct strategies are taught. Planning process developed and utilized.</p>	2, 3, 4, 8, 9	Principal, Asst. Principal, RTI Facilitator, Mentor Teachers.	Lesson planning that covers expectations. Lesson delivery that is effective in increasing student performance.				
<p>State System Safeguard Strategy</p> <p>3) Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Writer's Workshop with Balanced Literacy.</p>	2, 3, 4, 8, 9	Principal, Asst. Principal, Staff	Student performance on Common assessments, CBA's, and STAAR increase.				
<p>State System Safeguard Strategy</p> <p>4) Continue development of 3 Instructional Systems to support collaborative planning, vertical alignment, RPM, Dual Language PLC, which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners.</p>	2, 3, 4, 5, 8, 9	Principal, Asst. Principal, RTI Facilitator	Campus RPM, collaborative and Vertical Alignment team meetings schedule, minutes, agendas and goals.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: By June 2017, 80% of all 5th Grade students in each student group, including TAG, Special Education and ELL, will pass all sections of the Science STAAR and each student group will show a growth of at least 10 percentage points over last year.

Evaluation Data Source(s) 4: STAAR Science

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental instructional materials for teachers K-5 for use in general classroom instruction for at risk students, including Migrant, McKinney Vento, and Migrant.	2, 9	Principal, Asst. Principal, RTI Facilitator	Materials purchased, distributed and used in classrooms. Student performance on CBA, Weekly assessments and STAAR increase.				
Funding Sources: 211-7 - Title I - \$2,000.00							
2) Summer Camp Invention program for students to promote science thinking strategies for the summer. Grades 3-5. One week in June 2017.	2, 9	Principal, RTI Facilitator, Program Coordinator	Program developed and implemented.				
Funding Sources:							
3) Using assessment data, at risk students, including English Language Learners, and McKinney Vento students will be provided Saturday science camp tutoring program to increase science skills in 5th grade in English and Spanish.	3, 8, 9	Principal, Asst. Principal, RTI Facilitator, Teachers	Student performance on program assessments, CBA's, and STAAR increase.				
Funding Sources: 171-7 State Compensatory Education - \$2,500.00							
4) Provide staff development through district office specialists on vertically aligned units of science study with labs.		Principal, Asst. Principal, Teachers	Student performance on common assessments, CBA's, and STAAR increase.				
State System Safeguard Strategy	2, 3, 4, 5,	Principal, Asst. Principal, RTI Facilitator	Campus RPM, collaborative and Vertical Alignment team meetings schedule, minutes, agendas and goals.				
5) Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM, Dual Language PLC, which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice	8, 9						
Funding Sources: 211-7 - Title I - \$1,000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: By June 2017 85% of all students in grades K-5 including TAG, Special Ed and ELL, will test on level using the iStation system.

Evaluation Data Source(s) 5: ISIP Reports and ISIP Espanol Reports

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy 1) Provide supplemental instructional materials for K-5 at-risk students to include, SPED, McKinney Vento, Bilingual and Migrant.</p>	2, 9	Principal, Asst. Principal, RTI Facilitator, Classroom teachers.	Materials purchased, distributed and used in classrooms. Student performance on CBA, Weekly assessments and Istation level increase.				
Funding Sources: 171-7 State Compensatory Education - \$2,000.00							
<p>State System Safeguard Strategy 2) Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Daily 5/Reader's Workshop and Oral Communication with Balanced Literacy.</p>	2, 3, 4	Principal, Asst. Principal, RTI Facilitator	Attendance at Balanced Literacy workshop training, Implementation of strategies evident in lesson plans, walk through and observations to ensure time on task in literacy instruction/practice is effective. Increased performance on Istation.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 6: Increase student attendance to 97% for ADA by providing a safe and secure school culture.

Evaluation Data Source(s) 6: Attendance Reports

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers provide and deliver an engaging curriculum that is of high interest to students.	2, 3	Principal, Asst. Principal, Classroom Teachers,	Lesson planning and delivery that includes high expectations and is effective in increasing student participation.				
2) Monitor and improve student attendance through incentives, awareness, and promotion.	2, 6	Principal, Asst. Principal, Attendance Committee, PEIMS Clerk	Increased attendance to 97% and reduced number of tardy students. Decreased documentation on "Call Note" cards.				
Funding Sources: 171-7 State Compensatory Education - \$300.00							
3) Implement a "Call Notes" system to contact and communicate with parents regarding absences and tardies.	2, 6	Assistant Principal, PEIMS Clerk, Classroom Teachers	Increase attendance to 97% and reduced number of tardy students. Reduce number of unexcused absences on Attendance Tracker.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Implement a communication plan to ensure effective communication between school and community.

Evaluation Data Source(s) 1: Communication artifacts and information disseminated by school

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize newsletters, Bright Arrow phone calls, campus website, notes home, telephone calls, personal conferences, home visits and posted announcements to convey important school to home messages. Communicate expectations to students/families. Messages to be conveyed in both English and Spanish.	2, 6	Principal, Asst. Principal	Artifacts that support two way communication, parent comments on school survey.				
2) Provide means for home to school communication through written, oral, conferences and parent meetings/PTO/CSBC to ensure mutual understanding of expectations. Communication done in both English and Spanish.	2, 6	Principal, Asst. Principal	Attendance at Parent/teacher conferences and meetings, participation in PTO.				
Funding Sources: 211-7 - Title I - \$150.00							
3) Monitor and improve student attendance and tardiness through incentives and awareness.	2, 6	Principal, Asst. Principal, Attendance Committee	Increased attendance percentage by 1% and reduce number of tardy students.				
4) Increase parental involvement on school committees such as the Parent Involvement Committee, Parent Compact Committee, Campus Site Based Decision Making Committee, PTO, and other parent/community committees to ensure parents are included in decision making for the campus.	6	Principal, Asst. Principal, Title I Coordinator.	Parent attendance and participation at various committee meetings on campus.				
5) Ensure all children experiencing homelessness (McKinney Vento) and migrant students enroll, attend, and succeed in school and receive appropriate social services. supplies, meals, and transportation.	9, 10	Counselor, Social Worker,	Identification of homeless children, attendance reports, report cards, State Assessments (STAAR) results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Maintain low turnover rate of staff members by supporting increased instructional support, staff development, leadership capacity. PLC participation, and ownership of campus decision making. Improve teacher performance and increase instructional capacity by providing support and quality staff development while building teachers and staff who work together to ensure the success of all learners.

Evaluation Data Source(s) 1: Staff members perform successfully as evidenced by TTESS/Evaluation performance reviews as evidenced by walk-throughs and informal/formal evaluations, staff surveys, and higher retention rate for 2017.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assign mentors to new staff members and develop a schedule for mentorship activities.	3, 5	Principal, Asst. Principal, Lead Mentor, Mentor teachers	Mentor program schedule and activities.				
2) Develop campus culture to encourage staff members to identify positively with the campus.	2, 3, 5	Principal, Asst. Principal, Committee Chairs	Low turnover of staff members. Staff survey results and comments.				
State System Safeguard Strategy 3) Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, and RPM which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice	2, 4, 5	Principal, Asst. Principal, RTI Facilitator	Campus RPM, collaborative and Vertical Alignment team meetings schedule, minutes, agendas and goals.				
4) Implement professional development to increase awareness of effective management practices that promote positive student behavior and increase academic achievement.	2, 3, 4	Principal, Asst. Principal, Teachers	Development of effective management plans, decrease in discipline referrals from staff that attend.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Involve CSBC in review and development of campus budget including Federal Programs budgets.

Evaluation Data Source(s) 1: Budgets developed, reviewed, submitted and approved.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create budget, including Federal Programs budgets, with input and review from CSBC.	2, 3, 4, 6, 10	Principal, Assistant Principal, CSBC members	Budget Approved				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 1: By June 2017, all students will participate in guidance and counseling activities to promote proper behavior, increase attendance and improve academic achievement as measured by 2017 STAAR results.

Evaluation Data Source(s) 1: Discipline referrals, attendance data, counseling/social work logs, academic success as measured by 2017 STAAR results.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will implement an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, bullying prevention and system support.	2, 7, 10	Principal, Asst. Principal, Counselor Social Worker	Student discipline infractions reduced, students attend and evaluate programs.				
2) Embedded career and college awareness in lesson planning/delivery cycle, campus activities.	2, 10	Principal, Asst. Principal, Counselor, Social Worker, Classroom	Lesson plans that show career and college awareness, campus activities.				
3) Implementation of training to teachers to support a positive behavior planning sequence.	2, 4	Principal, Asst. Principal, Counselor, Social Worker	Training accomplished, student disciplinary infractions reduced.				
Funding Sources: 171-7 State Compensatory Education - \$1,500.00							
4) Prekindergarten students and parents will explore a "Day in Kindergarten" as a transitional service to prepare students for kindergarten.	6, 7	Principal, Asst. Principal, Counselor, Social Worker, Prek and Kindergarten teachers.	Lessons planned that demonstrate transitional activities.				
5) 5th Grade students will participate in field trip to middle school campus to explore transition to 6th grade and complete choice slips with parent input for course selections for 6th grade curriculum.	7, 8	Principal, Asst. Principal, Counselor, Social Worker, 5th grade Teachers.	Field trip scheduled and attended and choice slips completed and returned.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Daily 5/Reader's Workshop and Oral Communication with Balanced Literacy.
1	1	2	Provide supplemental instructional materials (Spanish and English) in reading (grades 3-5) for teacher use to supplement core instruction for SPED, at-risk, migrant, and McKinney Vento students.
1	1	3	Provide instructional materials for at-risk, migrant, and McKinney Vento students in Tier II and Tier III in English or Spanish as necessary.
1	1	4	Planning between new staff and mentor teachers to ensure correct strategies are taught, assessment analyze and planning process developed and utilized.
1	1	5	Assessment data will be used to identify At risk students , including SPED, Migrant, McKinney Vento, and ELL students to provide after school tutoring program to increase reading comprehension in grades 3-5 in English and Spanish. Teachers will meet regularly to disaggregate ongoing assessment to continue instruction.
1	1	6	Provide staff development on application of incorporating technology into the classroom for daily instruction and intensive intervention. Teachers use technology applications to engage students, promote active learning, and boost achievement for higher level thinking skills and mastery of content.
1	1	7	Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM, and Dual Lanugae PLC which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners and SPED. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice
1	2	1	Provide supplemental instructional materials for teachers 3-5 for use in general classroom instruction for SPED, at-risk, migrant, and McKinney Vento students including Bilingual.
1	2	2	Planning between new staff and mentor teachers to ensure correct strategies are taught, planning process developed and utilized, and how to disaggregate assessment data for instructional purposes.
1	2	3	Provide instructional materials for at-risk, migrant, and McKinney Vento students in Tier II and Tier III in English or Spanish as needed.
1	2	4	At risk students , including SPED, Migrant, McKinney Vento and ELL students will be provided after school tutoring program to increase math problem solving skills in grades 3-5 in English and Spanish.
1	2	5	Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM and Dual Language PLC which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice

Goal	Objective	Strategy	Description
1	2	6	Provide staff development on application of incorporating technology into the classroom for daily instruction and intensive intervention. Teachers use technology applications to engage students, promote active learning, and boost achievement for higher level thinking skills and mastery of content.
1	3	1	Provide supplemental instructional materials for teachers K-5 for use in general classroom instruction including SPED, Bilingual, McKinney Vento, and Migrant students.
1	3	2	Planning between new staff and mentor teachers to ensure correct strategies are taught. Planning process developed and utilized.
1	3	3	Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Writer's Workshop with Balanced Literacy.
1	3	4	Continue development of 3 Instructional Systems to support collaborative planning, vertical alignment, RPM, Dual Language PLC, which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners.
1	4	5	Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, RPM, Dual Language PLC, which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice
1	5	1	Provide supplemental instructional materials for K-5 at-risk students to include, SPED, McKinney Vento, Bilingual and Migrant.
1	5	2	Continued training of staff on effective techniques for SPED and ELA/SLA instruction including breakdown for refinement of literacy components in Daily 5/Reader's Workshop and Oral Communication with Balanced Literacy.
3	1	3	Continue development of Instructional Systems to support collaborative planning, Vertical Alignment, and RPM which provides teachers with the capacity to be reflective about their practice using assessment data and target English Language Learners. Use "17,000 Classrooms Can't Be Wrong book study to reflect on practice

State Compensatory

Budget for Hopkins Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171-6	6118 Extra Duty Stipend - Locally Defined	\$16,100.00
6100 Subtotal:		\$16,100.00
6300 Supplies and Services		
171-6	6399 General Supplies	\$14,230.00
6300 Subtotal:		\$14,230.00

Personnel for Hopkins Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Day, Chanel	At-Risk Social Worker	SCE	1
Owens, Anne	RTI Teacher	SCE	1
Shelby McCutchan	RTI Teacher	SCE	1

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Surveys

Data - STAAR, TELPAS, Istation, Stride Academy CBA's, Benchmark, Common Assessments, PEIMS

2: Schoolwide Reform Strategies

3 Essential Instructional Systems

I. Vertical Alignment

II. Collaborative Planning

III. RPM

3: Instruction by highly qualified professional teachers

All Employees are HQ.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

3 Essential Instructional Systems

Guided Reading/Readers' Workshop

Essential Questioning

5: Strategies to attract highly qualified teachers

Positive School climate and culture.

6: Strategies to increase parental involvement

Guidance and Counseling, parent event calendar, volunteer opportunities, school wide events.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Kindergarten/Prek classroom orientation and visit.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

3 Essential Instructional Systems

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Tutoring (after school and Saturday), RTI, Homework Center

10: Coordination and integration of federal, state and local services and programs

Title I, SCE, Title III, IDEA funded staff support, student performance, and Campus Site Based Committee.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Hernandez	RTI Bilingual Teacher	RTI	1.0
Debra Cochran	RTI Teacher	RTI	1.0
Donna Parker	RTI Facilitator	RTI	1.0
Kevin Hans	RTI Teacher	RTI	1.0

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$2,000.00
Sub-Total					\$2,000.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
1	1	5			\$12,000.00
1	2	1			\$2,000.00
1	2	3			\$2,000.00
1	2	4			\$4,500.00
1	4	3			\$2,500.00
1	5	1			\$2,000.00
1	6	2			\$300.00
5	1	3			\$1,500.00
Sub-Total					\$31,800.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$8,850.00
1	1	7			\$1,000.00
1	1	8			\$500.00
1	2	5			\$1,000.00
1	2	7			\$500.00
1	4	1			\$2,000.00
1	4	2			\$0.00
1	4	5			\$1,000.00

2	1	2			\$150.00
Sub-Total					\$15,000.00
Grand Total					\$48,800.00