Spring Branch Independent School District

Spring Branch Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

The Mission Statement for Spring Branch Elementary is "The SBE learning community collaborates to provide literacy skills in an engaging, authentic, and motivating education to empower successful and productive lifelong learners to compete in our new age."

Vision

SBE staff and students unite to achieve a common goal of excellence in learning through collaboration, positive relationships, passion, and determination.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Spring Branch Elementary is a neighborhood school serving students in the Campbell and Long Point areas within the Spring Branch Independent School District. Spring Branch Elementary School is the namesake of the district. SBE was Spring Branch Independent School District's first elementary school established in 1939. Presently, SBE has 596 students attending Kindergarten through fifth grade. A downward trend in enrollment has occurred over the past 5 years; however, SBE no longer has Pre-K on the campus which has had an impact on this downward trend.

Our Ethnicity Distribution is: 89.6% Hispanic, 4.6% African American, 3.7% White, 0.5% American Indian, 0.5% Asian, 0.2% Pacific Islander and 0.9% are two or more races. Ninety three percent of our students are considered economically disadvantaged. Sixty percent of our students are English Learners. We have a mobility rate of 24.6%, and 87.3% of our students are labeled as at-risk. Four percent of our students are homeless. Ten percent of our students have disabilities and are serviced by special education services. About 1% of our students are in the Gifted and Talented program. Our entire student population receives free breakfast and lunch.

In the 16-17 school year, SBE had a large turnover resulting in 60% of the staff being new to the campus. For the 2019-2020 school year, only 14% of the staff are new to the campus. We had three teachers to transfer within the district, and five moved outside of the Spring Branch area, or pursued leadership positions. The retention of teachers has been significant over the past three years. We have approximately forty- two employees on our teaching staff. Seven percent are African American, Fifty-two percent are Hispanic, and forty percent are White. We have one new teacher. Most or our staff has between two to five years of teaching experience.

Demographics Strengths

Most of our students are Hispanic and from ecomomically disadvantaged families which places SBE as a Title I school. We are very excited to celebrate continuous progress in student achievement taking us from an Improvement Required school to a Met Standards school. In addition, our SBE families are becoming more involved in their child's education by attending parent math and language academic meetings, being involved in the PTA and providing assistance to teachers, demonstrating that our families value education as a key out of poverty. According to our Panorama Parent Survey, the results are as

follows regarding favorable responses: Core Values-90%, Barriers to Engagement-84%, School Safety-78%, Family Engagement-75%, School Climate-74%, School Fit-70%, School Environment-67%, Learning Behavior-65%, and Nutrition-54%.

The retention of teachers over the last 3 years has been significant with only a 14% mobility rate in for the upcoming school year, begining with only 8 new staff members. This retention of teachers has significantly had a positive impact on the climate and culture at SBE.

SBE is very fortunate to have a variety of community organizations donate and support the mission and vision of the campus by building strong partnerships and giving of time, talent and money to assist with making SBE a successful school.

Student Academic Achievement

Student Academic Achievement Summary

SBE Third Grade Reading STAAR			
	16-17	**17-18**	**18-19**
Approaches	61%	44%	51%
Meets	20%	14%	16%
Masters	12%	8%	7%

-SBE's third and fifth-grade students showed an increase in their overall passing rates from the 17-18 to the 18-19 school year on the Reading STAAR.

-SBE's fourth-grade students experienced a seven percent drop in their overall passing rates from the 17-18 to the 18-19 school year on the Reading STAAR.

SBE Fourth Grade Reading STAAR			
	16-17	**17-18**	**18-19**
Approaches	41%	46%	39%
Meets	16%	17%	13%
Masters	7%	6%	7%

- The percent of fourth-grade students at masters level increase by one percent from 17-18 to 18-19 school year.

SBE Fifth Grade Reading STAAR			
	16-17	**17-18**	**18-19**
Approaches	39%	53%	57%
Meets	23%	18%	18%
Masters	13%	5%	8%

- The percentage of fifth-grade students at masters level increased by three percent from 17-18 to 18-19 school year.

SBE Fourth Grade Writing STAAR			
	16-17	**17-18**	**18-19**
Approaches	30%	39%	30%
Meets	7%	16%	10%

Masters	0%	2%	1%

-SBE's fourth-grade students experienced a nine percent drop in their overall passing rates from the 17-18 to the 18-19 school year on the Writing STAAR.

SBE Third Grade Math STAAR			
	16-17	**17-18**	**18-19**
Approaches	42%	57%	50%
Meets	14%	17%	9%
Masters	6%	8%	4%

-SBE's third grade students increased the overall passing percentage from 42% in the 16-17 school year to 57% in the 17-18 school year. All achievement levels experienced a percentage increase from 16-17 to 17-18, meets increased from 14% to 17% and masters increased from 6% to 8%.

-SBE's third grade students experienced a seven percent drop in the approaches level from 17-18 to 18-19 school year on the Math STAAR.

SBE Fourth Grade Math STAAR			
	16-17	**17-18**	**18-19**
Approaches	57%	52%	42%
Meets	28%	15%	20%
Masters	9%	6%	10%

-SBE's fourth grade students have experienced a drop in the percentage of students reaching the approaches level each year.

-SBE's fourth grade students experienced a ten percent drop in the approaches level from 17-18 to 18-19, but increased in the meets and masters level.

-SBE's fourth grade students increased the percentage of meets students from 15% to 20% and the percentage of masters from 6% to 10%.

SBE Fifth Grade Math STAAR			
	16-17	**17-18**	**18-19**
Approaches	50%	60%	50%
Meets	18%	25%	17%
Masters	4%	11%	8%

-SBE's fifth grade students dropped ten percent from 17-18 to 18-19 in the approaches level.

MAP Student Growth Summary Report SBE Math (Fall 2018 to Spring 2019)

Grade	(Spring 2019)	Growth Count‡	Fall 2018			Spring 2019			Growth	
			Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K		77	129.4	11.0	7	152.7	14.0	16	23.3	1.1
1		83	148.2	13.2	1	168.8	12.0	3	20.5	0.9
2		84	161.4	13.0	1	180.8	13.7	4	19.3	1.0
3		89	180.7	12.1	5	194.0	13.4	7	13.2	0.6
4		105	189.6	15.0	2	197.9	17.7	1	8.3	0.9
5		85	200.5	14.7	6	204.0	16.6	2	3.5	0.9

(Comparison Periods header spans the Fall 2018, Spring 2019, and Growth columns)

- Overall at SBE all grade levels K-5th observed growth in math for the 18-19 school year.

- Kinder, first-grade, second-grade, and third grade observed double digits growth in math for the 18-19 school year.

- The grade levels with the most growth in math were Kinder and first-grade for the 18-19 school year.

MAP Student Growth Summary Report SBE Reading (Fall 2018 to Spring 2019)

Grade	(Spring 2019)	Growth Count‡	Fall 2018			Spring 2019			Growth	
			Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
K		79	132.2	10.0	7	149.8	13.8	8	17.6	1.2
1		86	145.7	11.6	1	161.4	12.4	1	15.7	1.0
2		84	161.4	15.8	2	175.5	14.6	3	14.1	1.3
3		81	175.8	14.3	3	186.0	16.4	3	10.3	1.1
4		90	181.9	18.3	1	183.9	18.6	1	2.0	1.1
5		81	190.5	16.7	1	196.4	17.5	1	5.8	1.2

(Comparison Periods header spans the Fall 2018, Spring 2019, and Growth columns)

- Overall at SBE all grade levels K-5th observed growth in reading for the 18-19 school year.

- Kinder, first-grade, second-grade, and third grade observed double digits growth in reading for the 18-19 school year.

- The grade levels with the most growth in reading were Kinder, first-grade, second-grade, and third-grade for the 18-19 school year.

SBE Fourth Grade Writing STAAR			
	16-17	17-18	18-19
Approaches	30%	39%	30%
Meets	7%	16%	10%
Masters	0%	2%	1%

Student Academic Achievement Strengths

- According to STAAR, third-grade students had a seven percent increase in the Approaches level from 2018 to 2019. SBE's third and fifth-grade students showed an increase in their overall passing rates from the 17-18 to the 18-19 school year on the Reading STAAR. Fourth-grade students experienced a seven percent drop in their overall passing rates from the 17-18 to the 18-19 school year on the Reading STAAR. The percent of fourth-grade students at masters level increase by one percent from 17-18 to 18-19 school year. The percentage of fifth-grade students at masters level increased by three percent from 17-18 to 18-19 school year.

-According to STAAR, fourth grade students increased the percentage of students reaching the meets and masters level on the Math STAAR in the 18-19 school year. The percentage increased from 15% to 20% at the meets level and 6% to 10% at the masters level. The third grade students in the 16-17 cohort has shown a percentage increase of students reaching the approached level in grade 4 (17-18) and only a 2% decrease in grade 5 (18-19).

-According to MAP-Student Growth Report (Fall 2018 to Spring 2019) in both reading and math, students showed growth in all grade levels K-5th. The grades that demonstrated the most growth were Kinder and Second grade for both math and reading. The percent of students that met projection growth for grade K-5th was 49.5% in math and 39.6% in reading. Sixty-seven percent of the SBE fifth grade students showed progress on the 2019 Reading STAAR, resulting in the campus receiving 54 points in the School Progress Domain.

School Processes & Programs

School Processes & Programs Summary

SBE Administration and Leadership teams attend District Job Fairs to identify high quality teachers. Interviews are conducted at the campus level with a focused interview relative to the needs of our SBE students and community. Members of the Grade Level Team, Instructional Leadership Team, Administration, and Special Education staff are all members of the Interview Committee. The SBE MultiClassroom Leader and Instructional Specialists coach and mentor teachers using the "Get Better Faster" coaching book by Paul Bambrick-Santoyo. Paraprofessionals are mentored and coached by the SBE Assistant Principal and the Primary Instructional Specialists.

The Instructional Leadership Team reviews data and assists with recommendations for professional development in addition to honoring requests from all grade level teachers K-5. The Campus Improvement Team also reviews progress of CIP goals and gives input or suggestions for professional development opportunities for teachers. The Team Leaders, Guiding Coalition, and CIT members, along with teachers have opportunities to participate in decision making for SBE. A variety of surveys (Panorama, and End of the Year Surveys for Staff and Parents) are used to seek meaningful input on how best to improve student achievement.

Students are given increased amounts of time to learn through the Intervention Period and extended block in 5th Grade Math, ELA and Science. Small group intervention and conferences are personalized to meet the needs of all students K-5. Enrichment activities are provided through the use of exemplars in Math, Makerspace activities in the Library and the Coding, Robotics and Girlstart programs.

School Processes & Programs Strengths

At SBE, students are able to participate in additional learning and recreational opportunities through the Boys and Girls Club available to students in grades 1st-5th. We have additional opportunites available to students: GirlStart, Girls on the Run, Robotics, Spring Branch Memorial Sports Association sports and Spring Spirit sports, and Junior Achievement programs.

SBE is participating in the Redesign program through the District to restructure systems and programs to focus on continuous improvement. Junior Achievement program is provided every year to Primary and Intermediate grades with the 5th graders participating in the Biztown experience field trip one day during the year.

SBE is very fortunate to have a Counselor, CSHAC Team, and 2 Communities in Schools Directors to support our students and families with receiving assistance through organizations in the community-clothing, food, counseling, medical services, etc.

A variety of software programs-iStation, Dreambox, Learning A-Z, Stemscopes, Achieve 3000 and Imagine Math- are integrated in a Blended Model in the classrooms to personalize learning to meet the individual needs of students.

SBE has a RTI Committee which meets twice a month to assess students with challenges in academics and behavior to support teachers with interventiions to meet the needs of students. SBE also participates in the Project CLASS social skills program and has the Positive Behavior Intervention System in place which provide both in class and campus wide social skills training and appropriate positive behavior interventions.

Perceptions

Perceptions Summary

SBE attendance rate for the 15-16 school year was at 96.3% and the attendance rate for the 16-17 school year was at 96.1%. The lowest student group was Special Education students near 94%. The attendance rate for the 18-19 school year was.

Chapelwood United Methodist Church provides tutors for our SBE students in the areas of math and reading. We have approximately 20 tutors working with our students. We also have teachers, administration, and staff mentor our SBE students. We had 2 groups-The League of Extraordinary Gentlemen and the Empoweered Ladies assisted by SBE staff focusing on leadership development, character development and etiquette. Approximately 15 students were involved in these groups. Our SBE counselor also held conflict resolutioin groups for students in 4th and 5th grades. Our CIS Director also worked with groups of students in 3rd grade focusing on appropriate social skills and character development. SBE works closely with Project CLASS liaisons who host individual and group sessions focusing on appropriate social skills development receiving referrals from the SBE teachers. All SBE teachers are trained in Project CLASS social skills techniques to use with SBE students.

At SBE in 16-17 60% of the staff had left-24 teachers, and 6 staff positions. 12 teachers were brand new to the profession out of the 24 teachers hired. For the 17-18 school year the teacher turnover rate was 24% and for the 18-19 school year the turnover rate was 13%. Teacher retention has improved dramatically and this has had a direct impact on the school climate and culture along with student achieveemnt. All new teachers to the SBE campus are assigned a mentor who meets with them throughout the school year.

Perceptions Strengths

SBE continues to have a high attendance rate at 96.1%. The teacher turnover rate has decreased from 60% to 13% over the past 3 years, The SBE Culture and Climate are very strong at this time as shown by the Panorama Survey with students, staff, and parents. Our SBE PTA has increased from 6 members to 20 mmembers over the past 3 years.

A variety of Parent Pragrams have been provided by the SBE community, such as: ESL Programs, Computer programs, Family Library Nights, and Curriculum Nights.

We have a growing population of students from Honduras yet we have District support from our MultiLingual Department to service this population when new to the United States. We have a focus on providing necessay services for both our newcomer parents and students at SBE.

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Accountability Distinction Designations

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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.
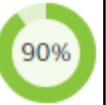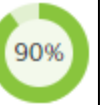
Performance Objective 1: By June 2020, at least 42% of K-5 students will meet or exceed growth expectations on MAP Reading and 52% on MAP Math.
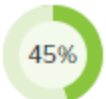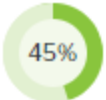
2018-19: Reading - 37% met CGI; Math - 47 % met CGI
2017-18: Reading - 35% met CGI; Math - 38% met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Adjust campus scheduling, enhance PLC and lesson planning expectations in order to enhance the quality of small group instruction and intervention. Progression of MAP data will be monitored through campus based assessments. Data conferences will be conducted after each test administration. Professional learning community meetings will be geared towards personalized learning.	2.4, 2.5, 2.6	Administration Instructional Leadership Team Team Leaders	Enhanced student achievement on assessments-CA's, MAP, TCRWP Running Records, STAAR, PSA's	80%	90%	90%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Staff will be trained on the use of MAP data to form small group interventions and personalize targeted skill deficit for students.	2.4, 2.5, 2.6	Principal Intervention Specialists Director of MAP Assessments	Students will meet targeted MAP growth by June 2020	75%	85%	85%
Additional Targeted Support Strategy 3) Teachers will conduct student conferences and develop goals with the students.	2.6	Teachers Students	Students will keep Student Progress Folders/Trackers to monitor progress and develop student agency for learning.	45%	65%	65%
Additional Targeted Support Strategy 4) Teachers will create Student Data Trackers for all students to provide targeted support.	2.6	Administration Instructional Specialists Teachers	Teachers will become very knowledgeable of student skills in order to develop individual plans for progress and accelerate achievement.	80%	85%	85%
Additional Targeted Support Strategy 5) Purchase technology and utilize software programs (Think Through Math/Dreambox, Learning A-Z, Achieve 3000) to support blended learning environments and personalized learning.	2.4, 2.5	Principal Teachers Instructional Specialists	Student personalized learning pathways with increased student achievement.	45%	80%	80%
Funding Sources: 199 PIC 99 - Undistributed - 2000.00, 211 - Title I, Part A - 15000.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, at least 60% of 3rd-5th graders will respond favorably in the School Climate topic and the School Safety topic of the Panorama survey while maintaining all other areas.

2018-19: School Safety - 43%; School Climate - 58%
2017-18: School Safety - 44%; School Climate -56%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Additional Targeted Support Strategy 1) 1. Implement Community Circles in every classroom and utilize Teaching Tolerance activities. 2. Give students mailboxes in the classroom and utilize the One Kind Word program 3. Calling home to start the year.	2.5	Counselor and Community in Schools personnel Teachers	Improve the way students respond to school climate and school safety based on Panorama results.	45%	60%	70%
Funding Sources: 199 PIC 99 - Undistributed - 600.00						
2) Establish a campus-wide (K-5) Positive Behavior Intervention Support Program	2.5	Assistant Principal PBIS Committee Counselor	Improved student results on Panorama Survey in the area of School Climate and School Safety Decrease in Discipline referrals	45%	60%	70%
Funding Sources: 199 PIC 11 - Instructional Services - 2000.00						
Additional Targeted Support Strategy 3) Train all teachers in Project CLASS social skills program and utilize these appropriate interactions between students and with teachers.	2.5	Principal Assistant Principal Counselor Teachers	Improved social interactions between students and with teachers to provide for an optimal, respectful learning environment	75%	80%	85%
Funding Sources: 211 - Title I, Part A - 4500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide Family Engagement events in the areas of Project CLASS social skills, Math and Literacy Game Nights and Parent Training in at-home support, Family Library nights, English as a Second Language classes, and Parent Computer classes.	3.2	Principal Counselor Communities In Schools Director Project CLASS Liaison	Increase in favorable responses from student and parent surveys on Panorama Surveys in the areas of Family Engagement and School Environment.	35%	50%	75%
Funding Sources: 211 - Title I, Part A - 4051.00						

100%	0%	✕
= Accomplished	= No Progress	= Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at least 20% of Spring Branch Elementary students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)
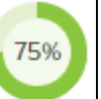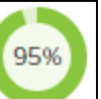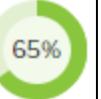
2018-19: 9% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 13% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 1) Provide Project Based Learning activities for students K-5 in content areas and start building for STEM Lab rotations.	2.4, 2.5	Instructional Specialists, Grade Level Team Leaders Multi-Classroom Leader	STAAR "Meets" results 3rd-5th Grade Level Progress in Reading and Math Identified GT students Student Agency/Student Progress Folders and MAP Post Secondaary results in Reading and Math	25%	40%	40%
2) Provide educational field trips for SBE students to enhance real world opportunities to increase knowledge in all content areas	2.5	Principal, Assistant Principal, Grade Level Team Leaders	Master Calendar Field Trip Requests Student Journals	25%	75%	90%
Funding Sources: 199 PIC 99 - Undistributed - 3380.00						
3) 3) Attend Professional Development sessions and conferences to keep abreast of the latest programs and strategies for rigorous instruction to advance learners in content areas. Math Professional Development for model drawing in grades 2-5, using manipulatives in grades K-5 and Make and Take PD for specific concepts grade K-2 and with a specific focus on problem solving.		Principal, Assistant Principal, Interventionists	Increase students at "Meets" Level in STAAR Math and Reading to 25% and MAP Post Secondary Levels to 15% in Reading and Math	85%	90%	90%
Funding Sources: 211 - Title I, Part A - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Design personalized blended math signature experience in 2nd grade per the SBE Redesign Plan.	2.5, 2.6	Math Instructional Specialist 2nd Grade Math Teachers District Redesign Group	High achievement for 2nd graders on math CA's, MAP math scores, and PSA's assessments.	50%	50%	50%
5) Design Action Based Learning Lab and implement activities in the classroom setting K-5.	2.5	Action Based Learning Committee Counselor Teachers	Increase in student ownership of learning and accommodations to meet the needs of diverse learning styles.	70%	70%	75%
6) Implement TCRWP Reading and Writing Units of Study K-5.	2.4, 2.5, 2.6	TCRWP Committee Principal and Assistant Principal District TCRWP personnel Literacy teachers K-5	Increased student achievement in the areas of Reading and Writing K-5.	80%	90%	95%
7) Continue providing the Makerspace, Coding, and Research experiences for students to participate in Rigorous activities focusing on problem solving, creativity and critical thinking skills.	2.4, 2.5	Librarian Multi Classroom Leader	High level student work and products Enter contests Present to a variety of educational groups	45%	60%	65%
Funding Sources: 211 - Title I, Part A - 4495.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, Spring Branch Elementary will close existing gaps in post secondary readiness by at least 5% between English Learners and non-English Learners while all performance improves.

2018-19: EL 3%; non-EL 17%
2017-18: EL 6%; non-EL 24%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) 2) Provide after school tutorials and Saturday Camps to meet the diverse needs of students in grades K-5 to ensure mastery of grade level and advanced TEKS.	2.4, 2.5, 2.6	Intervention Specialists Teachers	Increase mastery of grade level TEKS and advanced proficiency scale levels.	60%	80%	80%
2)) Hire Lead Math Interventionist, Bilingual ELA Interventionist, LEP Assistant and Substitutes to provide coaching and planning time for teachers, and to provide assistance for students struggling in Math and Reading.	2.5, 2.6	Principal Assistant Principal Intervention Specialists LEP Paraprofessional	Increase student achievement for all struggling students in Math and Reading	65%	75%	90%
Funding Sources: 211 - Title I, Part A - 237956.00, 199 PIC 99 - Undistributed - 8000.00, 199 PIC 11 - Instructional Services - 3500.00						
3) Utilize instructional supplies and materials for students who are struggling to meet CGI in MAP, STAAR and grade level Priority Standards.	2.4, 2.5, 2.6	Principal Instructional Specialists Teachers	Increase student achievement	65%	75%	95%
Funding Sources: 211 - Title I, Part A - 1178.00, 199 PIC 11 - Instructional Services - 5382.00, 199 PIC 99 - Undistributed - 4118.00						
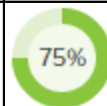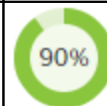
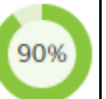| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Small group instruction and flexible intervention grouping during the school day beginning in September for all SBE students with a focus on providing support to ELL and SE student groups.	2.4, 2.5, 2.6	Teachers	Close the achievement gap between sub pops	75%	80%	90%
5) Expansion of One-Way Dual Language strategies with a focus on Preview-View-Review K-5 to increase exit rate from OWDL program.	2.4, 2.5, 2.6	Bilingual teachers Bilingual Committee District Bilingual Department	English Language Development for ELL students and Advanced High scores on TELPAS	65%	70%	90%
6) Implementation of SBISD's RTI framework (RTI at Work-Taking Action)	2.4, 2.5, 2.6	Administration RTI Academic and Behavior Committee Counselor Instructional Specialists	Personalized learning paths to increase 70% of SBE students to grade level.	50%	60%	70%
	100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 5: To remain in compliance with Federal and State law.

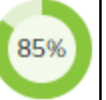**Performance Objective 1:** Meet all compliance timelines and reporting requirements.
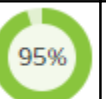
Evaluation Data Source(s) 1: 100% of campus expenditures, technology and human resources, will be used efficiently in compliance with state and local policies to meet campus CIP goals.

Summative Evaluation 1:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)		Principal	STAAR Scores; DRA/EDL scores; TELPAS scores	80%	100%	100%
2) 2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction	2.4, 2.5, 2.6	Principal		60%	75%	90%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) SEE GOALS 1,2,3,4 and 6.	2.4, 2.5, 2.6	Principal; Assistant Principal	STAAR Scores	70%	80%	80%
4) 4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, parents, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. Utilize reading and math software programs to personalize student learning K-5-iStation, Raz Kids, Dreambox, Think Through Math, or Achieve 3000, MAP Skills, etc.	2.4, 2.5, 2.6	Principal,CIS, Lead Mentor Coordinator	STAAR Scores, Student progress reports from software programs, Teacher Mentor Meetings documentation and Student Achievement data for new teachers	65%	90%	90%
		Funding Sources: 211 - Title I, Part A - 9820.00, 199 PIC 11 - Instructional Services - 6000.00				
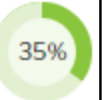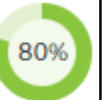
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) 5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) No Place for Hate Program Inner Peace Week Red Ribbon Week	3.2	Principal; CIS/Counselor	Parent attendance to events	0%	80%	85%
6) 6) Provide professional development based on level of expertise and need in the following areas: Priority Schools Trainings * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.) See PROFESSIONAL DEVELOPMENT SECTIONS in goals 1,2,3,4, and 6.	2.5, 2.6	Counselor, CSHAC, Teacher Leaders	Certificates of attendance; sign-in logs	65%	75%	85%
7) 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.) Provide accommodation materials to be used in the general ed classrooms to assist SE students	2.4, 2.5, 2.6	Principal; Assistant Principal	DRA/ESL scores; STAAR Scores; TELPAS	85%	85%	90%

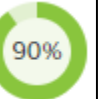**Funding Sources**: 199 PIC 23 - Special Education - 610.00

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
8) 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)	2.4, 2.5, 2.6	Principal	DRA/EDL scores; TELPAS scores;	85%	85%	90%
9) 9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.)		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores	85%	95%	100%
10) 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) See TARGETED INTERVENTION STRATEGIES in goals 1,2,3,4, and 6.	2.4, 2.5, 2.6	Principal	DRA/EDL scores; TELPAS scores; STAAR scores	80%	90%	100%

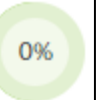| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
11) 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: supplies and materials for all STAAR tested areas, manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School	2.4, 2.5, 2.6	Principal	DRA/EDL scores; TELPAS scores; STAAR scores	80%	90%	90%
Computer assisted instruction (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) SEE TARGETED INTERVENTION STRATEGIES in Goals 1,2,3,4, and 6.	**Funding Sources**: 199 PIC 30 - At Risk School Wide SCE - 11080.00, 199 PIC 25 - ESL/Bilingual - 7580.00					
12) 12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.) Recruit Chapelwood mentors, PTA volunteers, and develop business partnerships in community, SBMSA, Re/Max, etc.		Principal; CIS	EDL/DRA scores; TELPAS scores; STAAR scores	80%	90%	90%
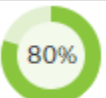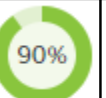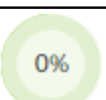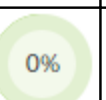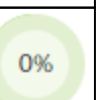
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
13) 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * Dual Language Programs * Problem-Based Learning	2.4, 2.5, 2.6	Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores Region IV Certificates from Professional Development sessions	80%	85%	90%
* Co-Teach Training * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.	**Funding Sources**: 199 PIC 99 - Undistributed - 2750.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
14) 14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Teachers K-5 will participate in after school planning sessions to plan for 9 weeks and/or units of study. Professional Development sessions on Balanced Literacy focused on Genres Teachers will participate in Project Class SEE DEVELOPMENT STRATEGIES in Goals 1,2,3,4, and 6.	2.4, 2.5, 2.6	Principal; Assistant Principal Interventionists District Content Leads	DRA/EDL scores; TELPAS scores; STAAR scores Agendas, Lesson Plans, Grade Level Planning minutes Judy Wallis Professional Development training sessions Project Class Professional Development training sessions	80%	90%	90%
15) 15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) Teachers will be assigned mentors who will meet with them weekly. All mentors and mentees will meet at the beginning of the year to receive training and expectations.		Principal; Assistant Principal	DRA/EDL scores; TELPAS scores; STAAR scores	80%	90%	90%
16) 16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.)		Principal	DRA/EDL scores; TELPAS scores; STAAR scores	80%	90%	90%

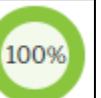| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
17) 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) SEE PROFESSIONAL DEVELOPMENT STRATEGIES IN Goals 1,2,3,4, and 6.	3.2	Principal	CIT Plan with programs Redesign Cohort	50%	60%	80%
18) 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) Parents will be invited to a "Kindergarten Round-Up" Day.	3.2	Principal, Counselor, Kinder teachers	Identification of new Kinder students and parents	0%	35%	0%
19) 19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.) Provide coding and STEM activities.	2.4	Principal/GT Coordinator, MCL, Librarian, Interventionists	Increase of "Meets" and "Masters" level on STAAR Math and Reading	65%	80%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
20) 20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Teachers will be trained on GT techniques to focus and push our Advanced learners to receive Advanced Level on STAAR. SEE Strategies from Goal 3.		Principal; Assistant Principal GT Professionals- Librarian and GT District Directors	DRA/EDL scores; TELPAS scores; STAAR scores District Leads will provide training on Think Through Math and Stemscopes	80%	85%	85%
21) 21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus.		Principal; GT Coordinator	Number of GT referrals	80%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
22) 22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the CSHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.Panorama Survey		Principal; CSHAC, Nurse		75%	80%	80%
		Funding Sources: 199 PIC 99 - Undistributed - 750.00				
23) 23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.	3.1	Principal; CIS	Parental attendance at school events; number of surveys returned	100%	100%	90%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
24) 24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during Open House with the Principal to which all parents will be invited. The above topics will be discussed.) SEE PARENT INVOLVEMENT STRATEGIES later in this section.	3.1	Principal; Assistant Principal; CIS	Parental attendance at event	100%	100%	100%
25) 25) Spring Branch Elementary will continue with all required drills and policies as defined in the Campus Emergency Operations Plan (EOP). Develop Incident Plan according to NIMS structures and guidelines, establish Incident Command roles and responsibilities for each branch, prepare a box of critical information needed, create a backpack for each classroom to be used in every drill, establish a location off site for evacuation purposes, complete table top exercise with Incident Plan team, and provide staff development for SBE staff, volunteers, mentors, students and parents.		Principal Assistant Principal Classroom teachers	Sign in sheets from EOP training; Sign in sheets for Incident Plan training for branches, staff, mentors/volunteers, parents &students; Log of completed drills	80%	90%	100%
26) 26) Continue providing the WHO (We Help Ourselves) program to provide safety training for first grade students.		Counselor; classroom teachers	Student survey on safety-Panorama	0%	0%	0%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
27) Continue to tie all expenditures to the the District Five Year Plan and the Spring Branch Elementary Campus Improvement Plan. Continue weekly meetings with administrative assistant in order to review, monitor and adjust all budgets as needed to meet our students' needs. Our CIT will meet on a monthly basis to review, discuss campus needs and make amendments to expenditures to ensure that the resources provided meet our students' needs.	2.4, 2.5, 2.6	Principal; administrative assistant; CIT members	Reviewed Monthly Budget Reports; EOY Budget/ CIP documentation of expenditures	80%	90%	100%
28) 28) Meet on a weekly basis with the ILT team to analyze our current academic/financial plan to make any adjustments if needed to support our students needs.	2.6	Principal; Assistant Principal; I-Coach; Reading intervention specialist; Classroom teachers	EOY Aware Data; EOY DRA-2/ EDL levels; EOY grades; T-TESS summative conference results	80%	90%	100%
29) 29) Teacher Recognition/ Team Building Activities: Provide activities to encourage team building and raise teacher morale by planning: Provide incentives for teachers such as Early Release Pass, Jeans Pass, Gift Card giveaways Monthly birthday celebrations with lunch provided and birthday bulletin board (one grade level or team per month); Christmas 12 Days gifts from campus administrators; Teacher Appreciation Week (May); Teacher of the Year reception		Principal; Assistant Principal; Counselor; Sunshine Social Committee	Comparison of 5-Year Teacher survey results over 2 years; Teacher feedback during CIP planning sessions; Teacher retention rates	80%	90%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
30) 30) Retain highly effective, highly skilled staff using the DuFour Model of Teacher Growth. Institute in-class coaching and accelerated professional development. Remove staff members who are not seeing achievement results.		Principal; Assistant Principal, Master Classroom Leader	DRA/EDL scores; STAAR scores; TELPAS scores; teacher retention, T-TESS summative evaluations	80%	90%	95%
31) Host Hamburger & Hot Dog Cookouts. Grade levels are invited to have lunch with the principal to provide the opportunity for informal conversation with the principal/colleagues and to foster a sense of community within the school.		Principal, ILT Committee, Sunshine Committee, Counselor	Staff and Teacher attendance	70%	80%	100%
100% = Accomplished		0% = No Progress	✕ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Adjust campus scheduling, enhance PLC and lesson planning expectations in order to enhance the quality of small group instruction and intervention. Progression of MAP data will be monitored through campus based assessments. Data conferences will be conducted after each test administration. Professional learning community meetings will be geared towards personalized learning.

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Misc Operating Expense	199.11.6499	$2,000.00
4	1	2	Substitutes-Support	199.11.6122	$500.00
4	1	2	Substitutes-Support	199.23.6122	$500.00
4	1	2	Substitutes-Professional Staff	199.13.6112	$2,500.00
4	1	3	Supplies and Materials	199.11.6399	$1,000.00
4	1	3	Other Reading Materials	199.12.6329	$382.00
4	1	3	Copier Maintenance	199.23.6269	$4,000.00
5	1	4	Software	199.11.6397	$6,000.00
				Sub-Total	$16,882.00
				Budgeted Fund Source Amount	$16,882.00
				+/- Difference	$0

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Supplies- Special Education	199.11.6399.00011423	$610.00
				Sub-Total	$610.00
				Budgeted Fund Source Amount	$610.00
				+/- Difference	$0

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Supply- ESL/Bilingual	199.11.639900011425	$7,580.00
				Sub-Total	$7,580.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$7,580.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Supplies - At Risk	199.11.639900011430	$11,080.00
				Sub-Total	$11,080.00
				Budgeted Fund Source Amount	$11,080.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Misc Operating Expense	199.11.6499	$2,000.00
2	1	1	Supply-Counselor	199.31.6399	$600.00
3	1	2	Travel Student	199.11.6412	$2,380.00
3	1	2	Travel-Student Transportation	199.11.6494	$1,000.00
4	1	2	Substitutes-Teachers	199.11.6112	$8,000.00
4	1	3	Other Reading Materials	199.12.6329	$1,618.00
4	1	3	Other Contract and Maint/Repair	199.11.6249	$2,500.00
5	1	13	Employee Travel-Teachers	199.13.6411	$1,000.00
5	1	13	Employee Travel-Administration	199.23.6411	$1,000.00
5	1	13	Other -Administration	199.13.6499	$750.00
5	1	22	Supply-Clinic	199.33.6399	$750.00
				Sub-Total	$21,598.00
				Budgeted Fund Source Amount	$21,598.00
				+/- Difference	$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	211.11.6398	211.11.6398	$15,000.00
2	1	3	Misc. Contracted Services-Project CLASS	211.11.6299	$4,500.00
2	1	4	Misc. Operating Expenses-Family Engagement	211.61.6499, 6399	$2,590.00
2	1	4	Extra Duty Professional-Librarian	211.61.6116	$981.00
2	1	4	Extra Duty Paraprofessional-HFPara	211.61.6125	$480.00
3	1	3	Region IV (Teacher(	211.13.6239	$1,500.00
3	1	7	Headphones	211.11.6399	$4,495.00
4	1	2	Instructional Specialists, Multi Classroom Leader	211.11.6119	$212,415.00
4	1	2	LEP Paraprofessional	211.11.6125	$22,478.00
4	1	2	Substitutes	211.13.6112	$3,063.00
4	1	3	Supplies and Materials	211.11.639900011430	$1,178.00
5	1	4	Software	211.11.639700011430	$9,820.00
				Sub-Total	$278,500.00
				Budgeted Fund Source Amount	$278,500.00
				+/- Difference	$0
				Grand Total	$336,250.00