Spring Branch Independent School District

Ridgecrest Elementary School

2016-2017 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ridgecrest Elementary is 94% Hispanic and 96% economically disadvantaged. Most of our students come from multi-family housing. Due to the revitalization of our attendance area and the increase in housing costs for our families, many students have been displaced or are living with families and friends.

Student Achievement

Student Achievement Summary

STAAR Testing Results Spring 2016   Met Standards

	Hispanic	Ec. Dis	ELL	Spec. Ed.
Math 71%	70%	70%	71%	20%
Reading 66%	66%	65%	64%	14%
Science 74%	73%	73%	75%	25%
Writing 70%	70%	69%	67%	20%

Student Achievement Needs

The focus this year will be on moving our ELL students academic progress and accelerating their English acquisition and proficiency.

School Culture and Climate

School Culture and Climate Summary

Results from the Organizational Health Inventory Spring 2016

Campus Health Index 607

District Health Index 568

Tripod Survey - Composite Score 364 (highest elementary in the district)

7C 81%

Care - 89%

Challenge - 87%

Control - 65%

Clarify - 91%

Captivate 80%

Confer 72%

Consolidate 86%

School Culture and Climate Strengths

Ridgecrest was the second highest % on the 7C's in the district. Our OHI survey increased by 20% points. Also, our attendance percentage was higher than title I schools except for 1 where we were the same.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the upcoming year 2015-2016 Ridgecrest has only 5 new teachers. Three teachers retired, one teacher moved to Japan and one teacher moved to a district closer to her home.

Staff Quality, Recruitment, and Retention Strengths

We have two new teachers from teach for America.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus Assessment Plan is needed to inform instruction and ensure student academic achievement. Our focus will also be on ELL students and their English acquisition of academic vocabulary.

Curriculum, Instruction, and Assessment Strengths

We have a 4th intervention specialist who will help with Math and science.

Family and Community Involvement

Family and Community Involvement Summary

We will have ESL classes for our parents.   We are have Title I meetings and Report Card pick up nights. Our CIS staff plans for parent trainings and support Services. We will have a new PTA board of involved mothers and fathers in our CIS program.

Family and Community Involvement Strengths

CIS events, report card pick up and open house are heavily attended. So are our fine arts events.

Family and Community Involvement Needs

Need to get parents up for STATs and conferences.

Technology

Technology Summary

We have purchased additional classroom devices for our 3-5 grades. We also will have a device refresh in 3-5. We are in need of adaptive software to help our struggling ELL students and reading deficient students. We will have a blended learning cohort to move our campus into the personalized learning initiative.

Technology Strengths

We have devices available for student and teacher use for instructional delivery.

Technology Needs

More staff development on how to intentionally plan for technology integration in the content instruction.

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

- 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

Student Data: Assessments

- STAAR ELL Progress Measure data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: By 2017, 70% of English Language Learners in 5th grade that have been in the U.S. for three or more years will meet criteria to exit LEP status based on TELPAS and STAAR results.

Performance Objective 1: By 2017, 70% of English Language Learners in 5th grade that have been in the U.S. for three or more years will meet criteria to exit LEP status based on TELPAS and STAAR results.

Evaluation Data Source(s) 1: Students will be able to master English academic language which will enable them to be successful in meeting end of year expectations. This will give them readiness skills to be able to be successful in middle school and show growth on campus, district and state assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy 1) Teacher will have professional development in effective ELD strategies that develop and ensure English academic vocabulary. The guidelines and specifics of the dual language program will be reviewed for teachers. We will partner with the bilingual department to work with Dr. Mercuri with our K-2 English Language Instruction. Also, we will collaborate with the AIR (American Institute of Research) to develop and implement ELD strategies for all learners.	1, 2, 4, 9	ESOL Consultant Teachers Interventionists Administration	Campus and District Assessments Report Cards STAAR TELPAS			
2) The After School Academy will begin in October for Grades K-5 to address and support students who need accelerated instruction to close the reading and math achievement gap.	1, 2, 9	Teachers Administration	Campus and District Assessments Report Cards STAAR TELPAS			
Funding Sources: 211 - Title I, Part A - $16,500.00						
3) The Interventionists will work with teachers on instructional strategies to ensure students are proficient in English by 5th grade by modeling lessons and working with small groups.	1, 2, 3, 9	Interventionists	TELPAS Report Cards Campus and District Assessments PDAS			
Funding Sources: 211 - Title I, Part A - $175,838.00						

4) An ELL Summer Camp will be provided for students in order to give opportunities for students to work on vocabulary skills and ELD strategies that will prepare them for the next grade level.	1, 8, 9	Administration Summer School Coordinator Teachers	Pre-Post Test Beginning year DRA Campus/District Assessments			
Funding Sources: 211 - Title I, Part A - Focus Grant - $22,000.00						

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

Goal 2: By 2017, 60% of students in second grade will score Advanced Development on DRA/EDL.

Performance Objective 1: By 2017, 60% of students in second grade will score Advanced Development on DRA/EDL.

Evaluation Data Source(s) 1: Students will be able to master literacy skills by 2nd grade and be prepared to take Pre-AP classes in 6th grade which will give them readiness levels to be successful in completion with a C or better.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ridgecrest will continue as an Early Adopter school to implement innovative activities that will engage and connect our students with global learning environments in an effort to improve literacy skills and development.	1, 2, 4, 7, 9	Principal E-Trainer Teachers	Student Digital Projects Portfolios Report Card DRA/EDL			
Funding Sources: 211 - Title I, Part A - $2,140.00						
2) In order for teachers to plan and engage students in rigorous and relevant activities in the classroom, teachers will be coached on how to increase the level of rigor in thinking for students through Professional Learning Communities and planning sessions. The will ensure high expectations for student achievement in the classroom.	1, 2, 4, 7, 8	Interventionist Administration Teachers	Campus and District Assessments STAAR Report Cards DRA/EDL			
Funding Sources: 211 - Title I, Part A - $2,000.00						
3) In order to differentiate the classroom learning to the literacy development needs of the students, teacher will incorporate the blended learning model into their instructional delivery and continue to use the model of balanced literacy to ensure students growth.	1, 2, 4, 8, 9	Administration Interventionists Teachers	Progress Reports Report Cards District and Campus Assessments DRA/EDL Informal observation of learning visits			
Funding Sources: 211 - Title I, Part A - $4,000.00						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 3: By 2017, teachers will be able to create effective common assessments that are rigorous and appropriate for their content area based on TEKS and roadmaps in order to support and impact student learning and growth.

Performance Objective 1: By 2017, teachers will be able to create effective common assessments that are rigorous and appropriate for their content area based on TEKS and roadmaps in order to support and impact student learning and growth.

Evaluation Data Source(s) 1: By the end of the year, students will have met individual academic and social goals and in addition, all K-5th grade students will be assessed with common assessments and deemed ready to be promoted to the next grade level having met skills and end of year standards.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teacher will be trained and given guidelines on creating a more comprehensive roadmap in order to determine best timeline for common assessments.	1, 2, 7, 8, 9	Administration Interventionists Teachers	Common Assessment Data Report Cards DRA District and State Assessments			
2) Professional development and training for teachers to ensure that they have understanding of rigor and differentiation of instruction. Through Professional Learning Communities, teachers will collaborate with instructional leadership team to write assessments that reflect the state standard and level of complexity.	1, 2, 6, 8, 9	Administration Interventionists Teachers	Common Assessment Data Report Cards District and State Assessments			
	Funding Sources: 211 - Title I, Part A - $2,258.00					
3) Teachers will be trained in calibration and grading protocols in order to identify student mastery of objectives on assessments.	1, 2, 8	Interventionist Teachers Administration	Common Assessment Data Report Cards District and State Assessments			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 4: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

    Evaluation Data Source(s) 1: All strategies will be implemented.

    Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	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. Dual Language K-5 Afterschool Program GT Program	1, 2, 3, 4, 10	Counselor Administration CIS Worker	Euphoria Data District and State Assessments Report Card STAAR			
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. Teachers will be trained in Guided Reading, Analysis Pyramid, Words Their Way. The reading intervention specialist will work closely with new teachers and struggling teachers to meet students needs. Purchase guided reading books to improve student DRA levels.	1, 2, 4, 8, 10	Intervention Specialist Administration	DRA/EDL Scores Running Records Report Cards STAAR			
	Funding Sources: 211 - Title I, Part A - $5,000.00					

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.	1, 4, 8, 10	Administrators Diagnostician Special Ed. Staff Teachers	Special Ed. Progress Reports Progress Reports ARDS Report Cards STAAR			
Teachers will attend staff development on how to identify and work with struggling students in small groups to ensure success. After School tutorial will be provided for students who do not meet academic standards.	Funding Sources: 211 - Title I, Part A - $3,000.00, 211 - Title I, Part A - Focus Grant - $5,000.00					
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, 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.	1, 4, 7, 10	Administrators Technology Committee District Technology Staff E-Trainer	Student Digital Products Campus and District Assessments Surveys Report Cards			
Training on integration of technology into the instructional practices will be given to teachers and devices and software will be purchased. Raz kids software to be purchased for Special Ed students. Compass Learning Software will be purchased to target all students in all grade levels.	Funding Sources: 211 - Title I, Part A - $11,400.00					
5) Promote parent and community involvement in drug and violence prevention programs/ activities.	1, 6, 10	Administrators CIS Worker Counselor	Sign-In Sheets Participation Discipline Referrals			
Parenting classes through CIS and will be available for the parents. Monthly parent meetings will be held by the principal for information on prevention programs and up to date district initiative. AVANCE, ESL classes, nutrition classes and legal aid classes.	Funding Sources: 211 - Title I, Part A - $2,514.00					

6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention - Teachers will be trained on identifying and preventing bullying at RGE. * Violence/conflict resolution - The counselor will train and work with students on problem-solving techniques * No Place for Hate - the school will participate in the NPFH activities. * CSHAC - the committee will meet bi-semester to plan healthy activities for our students and staff * TRIBES - ongoing training and implementation of activities that support TRIBES will be planned on campus. * Love and Logic - the cadre will train and make presentations on the staff on how to work with students using these strategies. *System of Care - district support will be requested from this department for help with training for teachers.	1, 4, 8, 10	Administrators Counselor CIS CSHAC Committee Love and Logic Cadre System of Care	End of Year Surveys Discipline Reports			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The diagnostician will work with teachers to ensure IEP's and BIP's are implemented.	1, 4, 8, 10	Administrators Diagnostician Special Ed. Staff Teachers	ARDS Report Cards STAAR District and Campus Assessments			
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? Staffing meetings will be scheduled to meet on students progress and any recommendations that are needed to ensure students success.	1, 4, 10	Administrators Diagnostician Special Ed. Staff Teachers	ARD Minutes IEP's Progress Reports District & Campus Assessments STAAR			

9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. District and Campus staff development will be scheduled to ensure all staff members understand compliance requirements and timelines.	1, 4, 10	Administrators Diagnostician Special Education Staff Counselor	Schedules Meeting Minutes Audit			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist	1, 4, 8, 10	Administrators Intervention Specialist Librarian LEP Intervention Assistant	Campus and District Assessments STAAR Report Cards			
Intervention Specialist and Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School Tutorials, Curriculum Nights, Library Night and Saturday camps will be provided to help at -risk students.	Funding Sources: 211 - Title I, Part A - Focus Grant - $2,243.00, 211 - Title I, Part A - $35,000.00, 199 - General Fund: SCE (At-Risk) - $9,464.00					
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual materials	1, 4, 10	Administrators Interventionists Teacher Assistants Librarian	Sign-in Sheets DRA Progress Reports TELPAS Report Cards Campus/District/State Assessments			
After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, Achieve 3000, Dreambox, IStation Intervention Specialists and Assistant Principals will develop staff development and data analysis to address support for the at-risk students in all content areas. After School tutorials; curriculum nights, library night, parent family night and Saturday campus will be provided to help at-risk students.	Funding Sources: 211 - Title I, Part A - Focus Grant - $18,000.00, 211 - Title I, Part A - $6,950.00					

12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships Recognition events will be held for our volunteers and partners. The counselor and CIS manager will communicate needs and help with recruitment of volunteers and partners. They will also coordinate events for helping our community.	1, 6, 10	Counselor CIS Manager Administrators	Volunteer Reports Sign-In Sheet			
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 * 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. The school will have vertical alignment meetings to discuss TEKS across the curriculum and the gaps created between grade levels. Small Group instruction will be a focus area as an acceleration instruction area. Opportunities for teachers to do peer observations will be scheduled and debriefing will occur.	1, 4, 8, 10	Administrators Intervention Specialist Teachers	Campus and District Assessments Progress Reports T-TESS Report Cards STAAR			

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. All staff will be trained in ELD and Rigor increasing strategies such as questioning.	1, 4, 10	Administrators Intervention Specialist	Campus and District Assessments Eduphoria - Appraise Reports STAAR			
			Funding Sources: 211 - Title I, Part A - $2,000.00			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers will be provided with a mentor. Campus will provide staff development for new teachers on site. New teachers will observe veteran teachers. Support will be given to new teachers by having interventionist model lessons and conduct coaching session.	1, 4, 10	Administrators Interventionists	PDAS Retention Rate			
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 The administration team will assist HR in attending recruiting and job fairs.	1, 4, 10	Administration	Hiring Data Retention			
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. The CIT will meet monthly to discuss campus needs and agenda items relating to professional development needs. Meetings will be held with the principal for parents to voice suggestions and needs for the school in order to guide staff development.	1, 5, 6, 10	CIT member Administration CIS Counselor	Agendas Sign-In Sheets			

18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	1, 6, 7, 10	Kindergarten Teachers Administration Pre-K Director	Parent Sign in Sheets Agendas			
Ridgecrest will collaborate with Lion Lane to provide Kinder Round-up where the Pre-K students visit and tour Ridgecrest. A Pre-K parent meeting will be scheduled in the spring to allow parents to meet teachers and tour the building. Snacks will be provided for the students.	Funding Sources: 211 - Title I, Part A - $200.00					
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. A) The counselor will check to ensure that GT students are in the appropriate classes and that teacher have the certification needed to instruct them. Teachers will attend training to meet the needs of our GT students.	1, 2, 4, 10	Administration Counselor Teacher	Student Portfolios T-TESS			
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. The Counselor will work with teachers on effective instructional strategies on how to differentiate for Gifted students.	1, 4, 8, 10	Administrators Counselor Advanced Academic Studies	Student Referrals for GT identification Screening Reports			
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.	1, 2, 6, 10	Bendwood Administrator Counselor Advanced Academic Studies Department	Sign-In Sheets Student Referrals for GT Identification			

22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 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.SEL/40 Developmental Asset Survey The school will conduct a health fair once a year for the community.	1, 2, 10	CSHAC Committee Health Fitness Teachers Nurse CNS Manager	Fitness Gram Assessments Surveys Attendance Report Clinic Logs			
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. A parent Title I meeting will be held in the first 9 weeks of school 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. Follow up meetings will be held to get regular input from parents on Curriculum, Programs, and other academic and social issues.	1, 2, 6, 10	Administration Counselor CIS	Sign-In Sheets Agendas			

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 a Parent Coffee to which all parents will be invited. The above topics will be served.	1, 6, 10	Administration CIS Counselor	Flyers Agendas Sign-in Sheets Minutes			

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

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teacher will have professional development in effective ELD strategies that develop and ensure English academic vocabulary. The guidelines and specifics of the dual language program will be reviewed for teachers. We will partner with the bilingual department to work with Dr. Mercuri with our K-2 English Language Instruction. Also, we will collaborate with the AIR (American Institute of Research) to develop and implement ELD strategies for all learners.

State Compensatory

Budget for Ridgecrest Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6116.000.111.30.0.111	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$6,903.00
	6100 Subtotal:	**$6,903.00**
6300 Supplies and Services		
199.11.6397.000.111.30.0.111	6397 Other Equipment - Locally Defined	$3,667.00
	6300 Subtotal:	**$3,667.00**

Campus Funding Summary

199 - General Fund: SCE (At-Risk)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	10	At Risk	6399	$9,464.00
				Sub-Total	$9,464.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funds for After School Tutoring K-2	6116	$16,500.00
1	1	3	Salaries for Interventionists	6119	$175,838.00
2	1	1	Professional Development, Technology, Substitutes	6112	$2,140.00
2	1	2	Professional Development, Substitutes, Materials	6112,6399	$2,000.00
2	1	3	Professional Development & resources	6112,6399	$4,000.00
3	1	2	Substitutes, Conferences, Materials, Resources	6112, 6411, 6399	$2,258.00
4	1	2	Professional Development, Guided Reading Books, Library Books	6329	$5,000.00
4	1	3	Instructional Resources, Materials and Supplies	6399	$3,000.00
4	1	4	Raz Kids, Dreambox, Achieve 3000 and document cameras	6397-6398	$11,400.00
4	1	5	Parent Involvement materials and resources	61.6499	$2,514.00
4	1	10	LEP Intervention Assistant and materials/supplies	6129,6399	$35,000.00
4	1	11	After school enrichment pay, Materials, supplies, books for student intervention	6116, 6329, 6399	$6,950.00
4	1	14	Staff development, Registration fees and reading materials	6112,6411,6329	$2,000.00
4	1	18	Pre-K student snacks for Pre-K round up	6499	$200.00
				Sub-Total	$268,800.00

211 - Title I, Part A - Focus Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Summer School Payroll and Summer School Materials - 2 programs	6116,6399	$22,000.00
4	1	3	Instructional Resources, Materials and Supplies	6399	$5,000.00

4	1	10	After School Teachers, Materials	6116	$2,243.00
4	1	11	Saturday STAAR Camps, Reading Materials, Technology equipment	6116, 6329, 6397, 6398	$18,000.00
				Sub-Total	$47,243.00
				Grand Total	$325,507.00