

Duncanville Independent School District

Reed Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: November 12, 2018

Public Presentation Date: February 4, 2019

Mission Statement

The mission of Duncanville ISD is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

To ensure that all students are provided with a quality education, in a safe, orderly, productive, and engaged environment.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Value Statement

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.

- We believe every staff member contributes to student success.

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Comprehensive Needs Assessment

Revised/Approved: August 27, 2018

Demographics

Demographics Summary

Demographics are from the 2016-2017 school year.

Ethnic Distribution:	Count:	Percent:	District:	State:
African American	257	41.8	40.1	12.6
Hispanic	324	52.7	52.3	52.4
White	17	2.8	3.9	28.1
American Indian	3	0.5	0.7	0.4
Asian	3	0.5	1.4	4.2
Pacific Islander	1	0.2	0.1	0.1
Two or More Races	10	1.6	1.4	2.2

Demographics Strengths

To meet the needs of our diverse population, we have several supports in place for students and families including the Family and Community Engagement Center for parents, staff, and community members to actively participate in the education of Reed students, our Counseling center, our reading and math center teachers, and our partnership with The Turn Around Agenda Public Schools Outreach. We have multiple student extracurricular organizations to include Youth and Government, Chess club, UIL events, yearbook, and others where students actively choose to participate. Reed has two (Reed Girls Rock and Boys to Men) mentor programs on campus that educate, engage, and empower students to grow into strong leaders in our community. Our Fine Arts Program as well as our Athletics Program also allow students to participate in multiple areas as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In all tested subjects except Science, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) **Root Cause:** Teachers lack the appropriate training, support, enrichment and intervention structure to result in the success of these student groups.

Student Achievement

Student Achievement Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects Percent of Tests % at Approaches GL Standard or Above	62%	57%	65%	66%	*	*	-	67%	60%	37%	51%	36%	*	70%	51%
Meets GL Standard or Above % at	26%	21%	30%	30%	*	*	-	30%	24%	9%	19%	22%	*	31%	19%
Masters GL Standard Number of Tests # at	10%	9%	11%	14%	*	*	-	14%	10%	3%	7%	10%	*	12%	8%
Approaches GL Standard or Above # at	1,184	485	633	29	*	*	-	29	835	114	225	63	*	765	419
Meets GL Standard or Above # at	501	181	293	13	*	*	-	13	336	28	83	39	*	342	159

# at Masters GL Standard	196	75	109	6	*	*	-	6	135	8	32	17	*	132	64
Total Tests ELA/Reading	1,911	844	969	44	*	*	-	43	1,394	311	438	174	*	1,090	821
Percent of Tests % at Approaches GL Standard or Above	69%	65%	73%	*	*	*	-	*	67%	42%	58%	40%	*	75%	60%
% at Meets GL Standard or Above	33%	28%	38%	*	*	*	-	*	30%	14%	26%	24%	*	39%	25%
% at Masters GL Standard Number of Tests	17%	14%	20%	*	*	*	-	*	15%	7%	15%	11%	*	20%	12%
# at Approaches GL Standard or Above	373	154	200	*	*	*	-	*	263	37	73	18	*	236	137
# at Meets GL Standard or Above	179	67	105	*	*	*	-	*	118	12	33	11	*	123	56
# at Masters GL Standard	91	33	54	*	*	*	-	*	59	6	19	5	*	63	28
Total Tests Mathematics	540	237	275	*	*	*	-	*	392	88	125	45	*	313	227

Percent of Tests															
% at Approaches	66%	57%	73%	*	*	*	-	*	65%	*	66%	*	*	75%	54%
GL Standard or Above															
% at Meets GL Standard or Above	25%	21%	29%	*	*	*	-	*	22%	*	18%	*	*	30%	19%
% at Masters GL Standard	6%	5%	7%	*	*	*	-	*	6%	*	4%	*	*	7%	6%
Number of Tests															
# at Approaches	363	137	205	*	*	*	-	*	260	*	81	*	*	240	123
GL Standard or Above															
# at Meets GL Standard or Above	139	50	81	*	*	*	-	*	90	*	22	*	*	95	44
# at Masters GL Standard	35	13	19	*	*	*	-	*	25	*	5	*	*	21	14
Total Tests	548	241	279	*	*	*	-	*	401	*	123	*	*	319	229
Writing															
Percent of Tests															
% at Approaches	56%	*	61%	*	-	*	-	*	52%	*	*	*	*	60%	*
GL Standard or Above															

% at Meets GL Standard or Above	25%	*	28%	*	-	*	-	*	22%	*	*	*	*	26%	*
% at Masters GL Standard	4%	*	5%	*	-	*	-	*	4%	*	*	*	*	6%	*
Number of Tests															
# at Approaches GL Standard or Above	155	*	88	*	-	*	-	*	102	*	*	*	*	102	*
# at Meets GL Standard or Above	69	*	41	*	-	*	-	*	44	*	*	*	*	45	*
# at Masters GL Standard	11	*	7	*	-	*	-	*	7	*	*	*	*	10	*
Total Tests	275	*	145	*	-	*	-	*	197	*	*	*	*	170	*
Science Tests															
Percent of Tests															
% at Approaches GL Standard or Above	57%	60%	54%	*	*	-	-	*	54%	*	33%	*	*	68%	45%
% at Meets GL Standard or Above	27%	21%	33%	*	*	-	-	*	26%	*	20%	*	*	37%	17%
% at Masters GL Standard	15%	13%	17%	*	*	-	-	*	15%	*	10%	*	*	19%	11%

Number of Tests # at Approaches GL Standard or Above	157	74	73	*	*	-	-	*	109	*	20	*	*	98	59
# at Meets GL Standard or Above	75	26	44	*	*	-	-	*	53	*	12	*	*	53	22
# at Masters GL Standard	42	16	23	*	*	-	-	*	30	*	6	*	*	28	14
Total Tests	274	124	135	*	*	-	-	*	202	*	61	*	*	144	130
Social Studies Percent of Tests % at	Approaches 50%	48%	50%	*	*	-	-	*	50%	*	*	*	*	62%	36%
% at Meets GL Standard or Above	14%	10%	16%	*	*	-	-	*	15%	*	*	*	*	18%	10%
% at Masters GL Standard	6%	7%	4%	*	*	-	-	*	7%	*	*	*	*	7%	5%
Number of Tests # at Approaches GL Standard or Above	136	59	67	*	*	-	-	*	101	*	*	*	*	89	47

# at Meets GL Standard or Above	39	13	22	*	*	-	-	*	31	*	*	*	*	26	13
# at Masters GL Standard	17	9	6	*	*	-	-	*	14	*	*	*	*	10	7
Total Tests	274	124	135	*	*	-	-	*	202	*	*	*	*	144	130

Student Achievement Strengths

Reed Middle School met standard during the 2017-2018 school year. Reed Middle School was rated in Quartile 2 of the TEA Distinction rating system in the following criteria:

- Accelerated Student Growth in ELA/Reading
- Grade 7 Reading Masters Performance

All Reed Middle School student groups provided evidence of growth in Reading and Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) **Root Cause:** Teachers lack the appropriate training, support and intervention structure to result in academic growth of these student groups.

School Culture and Climate

School Culture and Climate Summary

Reed Middle School is in the process of developing a campus culture of excellence by building positive community relationships and faculty relationships. Student and teacher attendance during the 2017-2018 school year directly impacted student academic performance. Currently there is an overall staff culture of doubt due to the heightened teacher turnover and administrator turnover. We have competitive extracurricular activities. We offer advanced students the opportunity to participate in challenging academic course offerings in English, Math, Science, and Social Studies.

School Culture and Climate Strengths

RMS teachers are responsive to the implementation of strong systems and continue to build positive student-teacher relationships. Our staff has implemented a positive parent phone calls home; three per week is the expectation to strengthen the relationship between parents and staff members. We currently have a new tardy policy to reduce the number of student tardies and we celebrate staff members each week in the Panther Press. Our counseling team has established monthly staff outings to build a family atmosphere on campus.

2017-2018 Climate Survey

88% of teachers rated the overall quality of Reed as Fair, Good, or Excellent.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a lack of systems across the campus. **Root Cause:** Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .

Problem Statement 2: There is an overall atmosphere of mistrust of leadership. **Root Cause:** There has been a lack of consistency with administrative processes and decisions.

Problem Statement 3: Teachers do not feel that parents are a consistent part of the education of their student. **Root Cause:** Staff members have not made a consistent effort to proactively communicate student celebrations or make adjustments that support parental involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessionals at Reed Middle School are highly qualified. Reed administration attended multiple job fairs during the Spring of 2018 and the Summer of 2018 to recruit top candidates at neighboring colleges and universities, as well as, alternative certification programs.

Staff Quality, Recruitment, and Retention Strengths

Reed Middle School has put multiple systems in place to support new teachers:

1. Monthly instructional meetings with the Principal, Assistant Principal, and Teacher Specialist.
2. All new teachers are assigned veteran mentor teachers to support their transition to Reed Middle School.
3. New Teacher Orientation- all new teachers participate in New Teacher orientation prior to the beginning of the school year. At this meeting new teachers are introduced to administration, support staff, and provided with an overview of campus expectations and supports.
4. Weekly PLC meetings: Staff members are provided with instructional meeting time each week. Teachers share, discuss, and create instructional strategies to ensure that students are academically successful.
5. Teacher specialist- The teacher specialist provides support and instructional strategies during PLC's, and individual meetings with staff members that need additional support.
6. A rigorous screening process has been put in place to screen potential staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff members are not always selected that are the best fit for the needs of the campus. **Root Cause:** Adequate screening of candidates has not been in place.

Problem Statement 2: Under 20% of teachers are ESL certified making it difficult to adequately schedule ELL students. **Root Cause:** Teachers are not required to obtain ESL certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As teachers meet weekly in their Professional Learning Communities (by subject), they are conducting book studies, learning metacognitive and vocabulary instructional strategies that emphasize benefits for their special population student groups; in addition to modeling already known research-based strategies that are already in use in their classrooms, teachers are also creating SMART goals to focus their instruction on essential TEKS that were discovered while dissecting the school data from STAAR, district and classroom assessments from previous years.

Furthermore, there is an interdisciplinary focus to incorporate more purposeful writing, as well as, helping students to analyze texts and word problems through annotation.

Curriculum, Instruction, and Assessment Strengths

- School wide focus on writing and annotation.
- Team planning and collegial conversations using data to inform instructional decisions that affect student achievement.
- Displaying data (visually) in a central location for all instructional members to analyze, set goals and plan instruction.
- The continued use of TRS, and its components, has made planning much more efficient for teachers.
- Twenty-seven chromebooks used as a supplemental resource in one of the CTE classrooms.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 23% of teachers on campus are new, to the profession and/or the district, who lack instructional expertise for our student population.

Root Cause: Many veteran teachers, who were trained in district academic initiatives, left the school; which led to new teachers being hired late in the summer without the training.

Problem Statement 2: Compared to our TEA campus group our students are on average performing below comparable schools. **Root Cause:** Many staff members need additional training and time to implement strategies.

Problem Statement 3: The use of technology as an instructional tool to support student learning is not used consistently across campus. **Root Cause:** Teachers do not have a comfort level of how to use technology in alignment with the curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

The new Texas evaluation system, T-TESS, requires teachers to enhance their communication and reporting to parents. The campus is supporting this requirement by increasing the ways that teachers can report to parents beyond the typical phone calls and emails. As a campus we make three positive parent phone calls each week focusing on celebrating student achievements. We have partnered with our FACE coordinator to reach out to our community through Muffins with Moms and our All-Pro Dads organizations. We have also partnered with local businesses to support our teachers and staff members.

Parent and Community Engagement Strengths

We are starting our PTA this year. Our parents are very involved in the education of their child. We have multiple parent events throughout the year such as PSAT parent informational meetings, Muffins with Moms, All-Pro Dads, and we have partnered with local organizations to foster a positive climate.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The campus does not have a PTA. **Root Cause:** An initiative to invite parents to get involved and support their school has not been established.

School Context and Organization

School Context and Organization Summary

Reed Middle School students follow a 7 period schedule. Class interruptions are kept to a minimum with public announcements at the beginning of 1st period only. Tutoring in all the CORE areas occurs daily before school, andn after school. Credit Recovery is in place to help students who need additional time. We have students that attend Reed Middle School from all three intermediate campuses in our district. We currently have the smallest middle school enrollment of all of the DISD middle schools which allows us to be able to develop effective relationships with students and staff.

School Context and Organization Strengths

Teachers are organized into PLC's by subject area, and meet 1-2 times a week to plan lessons and discuss their craft so that student achievement increases and "learning for all" becomes ingrained in every classroom. The campus has common areas and spaces that other campuses do not have, such as an auditorium and 2 gyms. During the 2017-2018 school year several upgrades to the facility occurred (PA and alarm system, remodeling of four student and one nurse's office restroom, painting in the South gym, cafeteria, library and hallways).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus is in need of major repair in specific areas of the school. **Root Cause:** Needed repairs often go overlooked due to the cost of the needed repairs.

Technology

Technology Summary

Reed Middle School currently has the technology listed below on our campus to support student learning.

Chromebooks	81
Chromebooks in Carts	27
Ipads	5
Samsung tablets	5
Laptops part of classroom standardization	154
Laptops in carts	254
Macbooks	5
Home Access laptops	2
Laptop in library	1

Technology Strengths

1. Yearbook students have cameras that they use on a consistent basis to create our yearbook, campus newsletters, and add to our school website. They also capture athletic performances, and extra-curricular activities to store memories and build school pride.
2. Our campus has a variety of mobility technology devices and programs for student use. There are mobile carts that are used throughout our campus. The mobile carts are stored in our library for teachers to check out as needed. Our desktop lab is located in our library.
3. Every student and teacher on campus is provided a Google Docs account for online learning as well as collaborative learning. Our campus uses the BYOD (Bring Your Own Device) green to encourage students to bring their own technology devices to class for educational purposes with teacher permission. Some teachers have created class sites.
4. We have partnered with Study Island, GradeCam, and additional technology partners to support our educational process.
5. All classrooms have projector screens and ladybugs to support instruction.
6. All teachers are provided with laptops.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is not used consistently in all of our classrooms. **Root Cause:** Some of our teachers are not comfortable using technology in their individual classrooms.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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
- T-TESS

Parent/Community Data

- Parent Involvement Rate

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





Goals

Goal 1: Focus on Student Success

Performance Objective 1: Ensure students meet or exceed grade level expectations on local, state, and national assessments.

Evaluation Data Source(s) 1: 20% Increase in passing rate of local, state, and national assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Core teachers will be provided with the necessary technology and materials to effectively implement TEKS based lessons and data-driven interventions, such as Study Island, Flocabulary, Grade Cam, Measuring Up and a class set of paperback dictionaries for every ELAR teacher. ELAR teachers will be provided with a class set of supplemental aid booklets.</p>	2.4, 2.5, 2.6	Instructional lead teacher, administrators and instructional specialist	The impact of this strategy will be an overall increase in student engagement and academic performance through district, common and state assessments. ELAR gen ed students will attain an overall growth of 20% for all students based on 2017-2018 STAAR data and SPED will have 10% overall growth based on the 2017-2018 STAAR data.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 199-30 SCE - 12160.00, 211 Title I - 5250.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Core teachers will be provided with teaching aids and other materials to aid their instructional practices such as mini whiteboard erasers, expo markers, anchor charts (Post-It Self Stick Easel Pads), colored markers, and 12 x 18 construction/manila paper. Also, included are STAAR related preparation materials, such as STAAR Ready workbooks for 7th & 8th grade reading and 7th grade writing.</p>		Instructional lead teacher, administrators, ELAR teachers and instructional specialist	The impact of this strategy will be an overall 20% increase in student achievement.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 Title I - 3350.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Math teachers will be provided with manipulatives and other materials to aid in their teaching such as Study Island, erasable white boards, expo markers, and mini erasers, measuring tools such as, rulers, meter sticks, and timers, number cubes, and/or spinners, extra calculators/batteries.</p>		<p>Instructional lead teacher, teacher specialist, administrators</p>	<p>This strategy will enhance the learning of specific low tested STAAR skills and increase student performance as evidenced by classroom STAAR Charts, common assessment growth rates, and overall classroom performance data. Student performance will increase by 20% compared to 2017-2018 district assessments, common assessments, and state assessments.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 Title I - 7924.00</p>							
<p>Targeted Support Strategy</p> <p>4) Teachers will attend the CAST Conference. CAST Convention workshops are geared towards the success of all students. Some workshops will help with instructional strategies that are geared toward SPED, GT, and ELL students. Teachers can share instructional strategies with other departments to encourage and implement cross curricular instruction.</p> <p>Kesler Bundle materials will be provided. These materials are geared towards all learners and does the prep work for the teachers and includes lessons for 5E models and is based on TEKS standards.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators & Lead Teachers</p>	<p>This strategy will enhance the learning of specific low tested STAAR skills and increase student performance as evidenced by classroom STAAR Charts, District Assessment growth rates, and overall classroom performance data.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: 211 Title I - 1290.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Teachers and administrators will receive staff development through Region 10 and other professional organizations to include consultants, regional workshops, and conferences This staff development will target the improvement of instructional expertise and effect on overall student achievement both in general education, special education, at-risk, and Pre-AP environments.</p>		<p>Instructional lead teacher, instructional specialist, administrators</p>	<p>Teachers will be better equipped to deliver higher quality lessons which will result in greater student achievement.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 Title I - 1000.00, 199-30 SCE - 390.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) The campus will employ a strict process for generating and analyzing student data that will include data meetings for all instructional staff. Teachers will discuss trends in the data and make instructional decisions based on that data.</p>		Administrators, Instructional Lead Teachers	This strategy will allow teachers to make quantitative decisions to positively impact instruction and improve student achievement.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) The campus will increase the amount of current technology available to students through the purchase of laptops and tablets for reading improvement. This will include furnishing 15 chromebooks for the reading center.</p>		Administrators	Students will be able to access real world information, complete research, and complete tracking assignments to generate growth data.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Technology 1</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Students who are taking an EOC or who must retest after taking the 8th grade math and reading STAAR exam, will receive accelerated instruction to personalize their learning deficits with skills and strategies related to their weaknesses. Tutoring will be provided for students who show content weaknesses prior to STAAR and as a means of the SSI.</p>	2.4, 2.5, 2.6	Principal, administrators, lead teachers	Students who need additional assistance throughout the school year will receive instructional support and increase their academic performance on district, common, and state assessments. After taking an EOC or math/reading 8th grade STAAR will achieve at a higher rate on their second opportunity.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: 211 Title I - 6459.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In all tested subjects except Science, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support, enrichment and intervention structure to result in the success of these student groups.</p>
Student Achievement
<p>Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in academic growth of these student groups.</p>
School Culture and Climate

Problem Statement 1: There is a lack of systems across the campus. **Root Cause 1:** Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .

Staff Quality, Recruitment, and Retention

Problem Statement 1: Staff members are not always selected that are the best fit for the needs of the campus. **Root Cause 1:** Adequate screening of candidates has not been in place.

Problem Statement 2: Under 20% of teachers are ESL certified making it difficult to adequately schedule ELL students. **Root Cause 2:** Teachers are not required to obtain ESL certification.

Curriculum, Instruction, and Assessment

Problem Statement 1: 23% of teachers on campus are new, to the profession and/or the district, who lack instructional expertise for our student population. **Root Cause 1:** Many veteran teachers, who were trained in district academic initiatives, left the school; which led to new teachers being hired late in the summer without the training.

Problem Statement 3: The use of technology as an instructional tool to support student learning is not used consistently across campus. **Root Cause 3:** Teachers do not have a comfort level of how to use technology in alignment with the curriculum.

Technology

Problem Statement 1: Technology is not used consistently in all of our classrooms. **Root Cause 1:** Some of our teachers are not comfortable using technology in their individual classrooms.

Goal 1: Focus on Student Success

Performance Objective 2: Prepare all students for a post-secondary college or career.

Evaluation Data Source(s) 2:

100% of students taking college entrance exams (PSAT)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) 8th grade students will take the PSAT to expose students to The National Merit Scholarship Program which uses PSAT/NMSQT scores to identify candidates and potential scholarships offered by new College Board partners. 8th grade students will be provided with PSAT prep before, during, and after school.</p>		Administrators, Counselors	Students will be exposed to the concept of college entrance exams and potential scholarships for college.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 211 Title I - 400.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) The campus will expose students to college and careers through the offering of the College & Career CTE course.</p>		Administrators, Counselors	Students will be educated on college attendance and given a career focus as evidenced by the content taught in the course.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Compared to our TEA campus group our students are on average performing below comparable schools. Root Cause 2: Many staff members need additional training and time to implement strategies.</p>

Goal 1: Focus on Student Success

Performance Objective 3: Engage every student in meaningful learning experiences through a written, aligned, comprehensive curriculum.

Evaluation Data Source(s) 3: 90% implementation of a written, aligned, comprehensive curriculum
% increase in student performance on curriculum-based assessments (CBA's)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) The campus will use TRS (TEKS Resource System) as a means to drive instructional content within the PLC process.</p>		Administrators, Instructional Specialist, Instructional Lead Teachers	This strategy will align the teaching processes across the campus with those of the district as evidenced by lesson plans and PLC artifacts.				
<p>Critical Success Factors CSF 1</p> <p>2) The campus will ensure that lessons are planned according to Texas Education Agency TEKS guidelines to ensure instructional alignment.</p>		Administrators and instructional specialist	This strategy will ensure that students receive the instruction necessary to master state assessments as well as function beyond middle school as a productive student as evidenced by lesson plans and the IFD.				
<p>Problem Statements: Demographics 1 - Student Achievement 1</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: In all tested subjects except Science, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support, enrichment and intervention structure to result in the success of these student groups.</p>
Student Achievement
<p>Problem Statement 1: In all tested subjects and grade levels, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) Root Cause 1: Teachers lack the appropriate training, support and intervention structure to result in academic growth of these student groups.</p>

Goal 1: Focus on Student Success

Performance Objective 4: Equip all students with the necessary skills to be productive citizens of a global society.

Evaluation Data Source(s) 4:

40% increase of students participating in innovative programs.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) The campus will offer innovative after school programs for students to include Chess, Art, Robotics, pantherettes, Youth and Government, Boys 2 Men, Student Council, Reed Girls Rock, Book Club, and Cheerleaders. Parents are also encouraged to volunteer with the extracurricular activities.</p>		Administrators, counselors and Club sponsors	Students will be impacted by this strategy by receiving additional small group contact with teachers operating in their own expertise as a mentor as evidenced by student rosters and a decrease in disciplinary actions.				
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: 211 Title I - 200.00</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) The campus will set up a comprehensive mentoring program that will target at-risk students by implementing activities that serve to prevent students from dropping out. This program will include a parental education component that will equip parents with key information about helping their children maneuver through school.</p>		Principal, family liaison, counselors	This strategy will decrease the number of at-risk students that drop out of school.				
<p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: In all tested subjects except Science, 3 student groups are consistently performing 5% or more below all other student groups (African American, Special Education & LEP) **Root Cause 1:** Teachers lack the appropriate training, support, enrichment and intervention structure to result in the success of these student groups.

School Culture and Climate

Problem Statement 1: There is a lack of systems across the campus. **Root Cause 1:** Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .

Parent and Community Engagement

Problem Statement 1: The campus does not have a PTA. **Root Cause 1:** An initiative to invite parents to get involved and support their school has not been established.

Goal 1: Focus on Student Success

Performance Objective 5: Increase the 2018-2019 student attendance compared to the 2017-2018 school year.

Evaluation Data Source(s) 5: 2% increase of student attendance.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) All staff members will make two positive parent communications each week. Student perfect attendance will be celebrated each semester.		Campus administration	Increased student attendance will result in more students providing evidence of learning on the STAAR exam.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Focus on Students, Families and Community

Performance Objective 1: Provide families with multiple opportunities to participate in their child's education.

Evaluation Data Source(s) 1: 20% increase in family participation rates at school functions

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Host a 7th grade orientation prior to school opening to introduce staff members and orient parents to the school.		Administrators	This strategy will give students a smoother transition into middle school (7th graders) and assist parents with knowing where to go to ask questions and get answers.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> 2) Reorganize the counseling program to include preventive measures for student and family issues. Counselors will increase their contacts with families and students through face-to-face meetings, home visits, referral to outside programs such as Hamilton-Guy, and interfacing with the community liaison.		Administrators, counselors	Counselors will be able to offset potential issues by working closer with families.				
<p>Critical Success Factors CSF 1 CSF 5</p> 3) The campus will host a series of academic parent involvement meetings to help parents engage in academic activities along with their children (Science Fair and STAAR Family Game Night).		Administrators, counselors and teacher specialist	Parent involvement will increase by 50%.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> 4) The campus will host a series of parent involvement meetings to train parents of how to get involved with their child's education and school experience.	3.2	Administrators, counselors	Parent involvement will increase by 50%.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .
Parent and Community Engagement
Problem Statement 1: The campus does not have a PTA. Root Cause 1: An initiative to invite parents to get involved and support their school has not been established.

Goal 2: Focus on Students, Families and Community

Performance Objective 2: Connect families to various organizations which provide social service resources.

Evaluation Data Source(s) 2: 10 social services referrals annually

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) The campus counselors will make referrals to students who are in need of assistance above and beyond the level that the campus can provide.</p>		Administrators, Counselors	This strategy will result in students and parents getting help from outside agencies without having to struggle to find resources as evidenced through counseling referral logs.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .

Goal 2: Focus on Students, Families and Community

Performance Objective 3: Provide a safe, orderly, productive and engaged environment for all students & staff.

Evaluation Data Source(s) 3: 80% of students and staff indicating they feel safe at school

10% reduction in disciplinary referrals and placements

5% reduction in the number of work related accidents reported annually

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus will ensure a safe, orderly, productive and engaged learning environment. The campus will implement programs which will educate parents and students on bullying and the issues caused by bullying behaviors through meetings and programs throughout the school year.</p>		Administrators, counselors	Student bullying referrals will decrease by 10%,				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) In order to begin a safe and nurturing environment for new students transitioning from intermediate schools to middle schools, the campus will host a Panther Day to orient potential new students on the varied activities and programs available as well as the instructional program. Parents will be invited to attend the event as a part of their transition as well.</p>		Counselors	Student discipline referrals will decrease by 10%.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Focus on Operational Excellence

Performance Objective 1: Ensure all campuses and departments have clearly defined, aligned, and communicated processes and procedures to support the district's mission and beliefs.

Evaluation Data Source(s) 1: Number of clearly defined, aligned and communicated processes and procedures

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 1) Establish clear systems for instructional and operational processes such as instructional delivery, PBIS, campus safety, and parental involvement.		Administrators	The impact of this strategy will be a smooth flowing atmosphere with a safe environment for staff and students as indicated by standardized test results, and safety reports.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: Focus on Operational Excellence

Performance Objective 2: Design a systematic approach for internal and external communications focused on timeliness, frequency, and accuracy.

Evaluation Data Source(s) 2: 90% of satisfaction with campus communications on the annual climate/satisfaction survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus will utilize social media (Facebook & Twitter), Phone Messenger, and USPS for increased communication with parents and other community members. Positive postcards will also be utilized by teachers as a monthly positive communication method with parents about student greatness. In house communication will done by weekly newsletters and the Google campus calendar.</p>		Administrators, Publications Committee	This strategy will increase and streamline the flow of information within and outside of the campus as evidenced by campus efficiency surveys.				
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a lack of systems across the campus. Root Cause 1: Leadership has not collaborated with teachers to ensure that procedures are in place to foster a campus that is safe, orderly, productive and engaged to ensure students are provided with a quality education. .
Parent and Community Engagement
Problem Statement 1: The campus does not have a PTA. Root Cause 1: An initiative to invite parents to get involved and support their school has not been established.

Goal 3: Focus on Operational Excellence

Performance Objective 3: Utilize continuous improvement efforts to increase operational efficiency and use of district facilities.

Evaluation Data Source(s) 3: 5 continuous improvement efforts utilized to improve district facilities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Targeted Support Strategy Critical Success Factors CSF 6 1) The campus will work with the district and local organizations to improve the appearance of aging facilities.		Administrators	The campus will benefit by having a safer physical environment as evidenced by repair reports.				
Problem Statements: School Context and Organization 1 Funding Sources: 211 Title I - 2500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: The campus is in need of major repair in specific areas of the school. Root Cause 1: Needed repairs often go overlooked due to the cost of the needed repairs.

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 1: Attract, recruit, and retain highly effective teachers for student success.

Evaluation Data Source(s) 1:
 100% of fully certified teachers hired
 85% of employees retained

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) New teachers will be paired with a campus mentor who will serve as a guide for navigating through the very first year of teaching. The mentor will cover campus procedures and policies along with best teaching practices with new teachers.		Administrators	This strategy will ultimately result in retaining new teachers.				
Critical Success Factors CSF 1 CSF 7 2) A teacher incentives team will be utilized to recognize and reward teachers as well as to create a feeling of collegiality among teachers across the campus.		Administrators	This strategy will ultimately result in retaining new teachers.				
3) Campus administration will attend job fairs and universities across the state to ensure that we recruit highly effective teachers.		Campus Administration	Campus will hire highly effective teachers to increase student academic success.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 2: Recognize staff members who exemplify the mission and beliefs of the district.

Evaluation Data Source(s) 2:

- 10 staff recognized annually for quality performance
- 20% decrease in staff identifying morale as a reason for exit
- 85% of staff indicating through a satisfaction survey that they feel supported

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) The Teacher Incentives Committee has been developed to recognize staff members who typify the vision and mission of the campus and district. This committee will make in house recognition's as well as nominate candidates for the Made with Pride program. This committee will also be responsible for organizing EOY awards for staff.</p>		Administrators, Executive Leadership Team	The impact of this strategy will be to have less teacher turnover as evidenced by EOY teacher retention rates.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 3: Provide professional development opportunities that are aligned with district goals and allow differentiation to meet individual staff needs.

Evaluation Data Source(s) 3: 100% of staff participation in professional development opportunities
 90% of staff indicating professional development opportunities met their learning needs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 1) Teachers will be provided with professional development opportunities to include conferences, region 10, and local consultants.		Administrators	Teachers will become better instructors as evidenced by student growth data.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: 23% of teachers on campus are new, to the profession and/or the district, who lack instructional expertise for our student population. Root Cause 1: Many veteran teachers, who were trained in district academic initiatives, left the school; which led to new teachers being hired late in the summer without the training.

Goal 5: Focus on Financial Stewardship

Performance Objective 1: Ensure financial transparency through consistent communication.

Evaluation Data Source(s) 1:

3 communication efforts to inform stakeholders and ensure transparency

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 5 1) The campus will hold quarterly SBDM meetings to discuss campus needs and budgeting with stakeholders.		Administrators	This strategy will help to create financial transparency and awareness among varied stakeholders as evidenced by agenda, minutes and meeting sign-in sheets.				
Problem Statements: School Context and Organization 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: The campus is in need of major repair in specific areas of the school. Root Cause 1: Needed repairs often go overlooked due to the cost of the needed repairs.

Goal 5: Focus on Financial Stewardship

Performance Objective 2: Utilize an aligned and deployed budgeting process ensuring necessary resources to support the district's mission and beliefs.

Evaluation Data Source(s) 2:

100% of purchases and expenditures aligned to the district goals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will follow all district policies and procedures to align its budgeting process with that of the district.		Administrators	The impact of this strategy will be to ensure that the campus maintains consistency and alignment with the district in its budgeting process..				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Teachers and administrators will receive staff development through Region 10 and other professional organizations to include consultants, regional workshops, and conferences. This staff development will target the improvement of instructional expertise and effect on overall student achievement both in general education, special education, at-risk, and Pre-AP environments.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrienne Alexander	Reading Center Teacher	Title I	1.0
Randall Woods	Math Center Teacher	Title I	1.0

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Rahien Williams	Assistant Principal
Classroom Teacher	Karen Boss-Johnson	Teacher
Librarian	Allison Salgado	Librarian
Classroom Teacher	Kelly Hogan	Teacher
Administrator	Delonda Robinson	Administrator
Classroom Teacher	Lashunda Foster	Teacher
Classroom Teacher	Taryn Spencer	Teacher
Classroom Teacher	Brandy Grother	Teacher
Classroom Teacher	Tennille Jones	Teacher
Paraprofessional	Angela Leath	assistant principal secretary
Classroom Teacher	Matt Skupien	Teacher
Classroom Teacher	Lawerence Atkinson	Teacher
Administrator	Bryan Byrd	Principal
Classroom Teacher	Twanique Davenport	Teacher
Classroom Teacher	Arianne Alexander	Teacher
District-level Professional	Chaval Amalbert	Family Engagement Coordinator
Classroom Teacher	Shanetta Freeman	teacher
Community Representative	Alexus Williams	Community Representative

Campus Funding Summary

199-30 SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Study Island	199.11.6329.00.041.30.000	\$9,800.00
1	1	1	Grade Cam	199.11.6329.00.041.30.000	\$2,360.00
1	1	5	Professional Development Books	199.11.6329.00.041.30.000	\$390.00
Sub-Total					\$12,550.00
Budgeted Fund Source Amount					\$12,550.00
+/- Difference					\$0
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Flocabulary	211.11.6329.00.041.30.000	\$2,000.00
1	1	1	Dictionaries	211.11.6399.00.041.30.000	\$3,250.00
1	1	2	White Mini Boards	211.11.6399.00.041.30.000	\$900.00
1	1	2	White Board Erasers	211.11.6399.00.041.30.000	\$700.00
1	1	2	Large Post It Board Pads	211.61.6399.00.041.30.000	\$950.00
1	1	2	Colored Markers	211.61.6399.00.041.30.000	\$300.00
1	1	2	Manila Paper	211.61.6399.00.041.30.000	\$500.00
1	1	3	Rulers	211.11.6399.00.041.30.000	\$50.00
1	1	3	Meter Sticks	211.11.6399.00.041.30.000	\$525.00
1	1	3	Timers	211.11.6399.00.041.30.000	\$143.00
1	1	3	Number Cubes	211.11.6399.00.041.30.000	\$127.00
1	1	3	Spinners	211.11.6399.00.041.30.000	\$100.00
1	1	3	Calculators	211.11.6399.00.041.30.000	\$6,600.00
1	1	3	Batteries	211.11.6399.00.041.30.000	\$379.00
1	1	4	Kesler	211.11.6329.00.041.30.000	\$450.00
1	1	4	CAST Convention	211.13.6411.00.041.30.000	\$840.00

1	1	5	Administrator and Teacher Professional Development	211.13.6411.00.041.30.000	\$1,000.00
1	1	8	Extra Duty Pay-Tutoring	211.11.6117.00.041.30.000	\$6,459.00
1	2	1	Extra- Duty Pay tutoring	211.11.6117.00.041.30.000	\$400.00
1	4	1	Nutritional Snacks for Students	211.11.6497.00.041.30.000	\$200.00
3	3	1	Beautification of Aging Facilities	211.11.6395.00.041.30.000	\$2,500.00
Sub-Total					\$28,373.00
Budgeted Fund Source Amount					\$28,373.00
+/- Difference					\$0
Grand Total					\$40,923.00