

Spring Independent School District
Link Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

Our mission is to develop the whole child by addressing the social, emotional and academic needs of our scholars in a safe and nurturing environment that fosters positive trajectory in order to create global lifelong learners.

Vision

Link Elementary will enrich the surrounding community by providing access to a high quality academic and social-emotional education that is responsive to current and future needs of all scholars.

Core Beliefs

Link Leopard Educators believe our highest priority is creating an environment in which students feel **safe** and **secure**.

Link Leopard Educators own our students' **social, emotional, and academic** success.

Link Leopard Educators believe in problem solving: **academically, socially** and **emotionally**.

Link Leopard Educators believe in **dialogue** and **trajectory**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Link Elementary, is a PK - 5th grade Title I campus located in the diverse residential community of Rushwood and a section Camden Park. Student population of 627 students. The campus has maintained a lower mobility rate than the district average. Link Elementary was built in 1982 and predominantly serves families from low socio-economic backgrounds.

Link Elementary retains the following:

2 Administrative Staff Members: Principal and Assistant Principal

5 professional staff members: Counselor, Instructional Specialist, Student Support Specialist, ESOL Teacher/Coordinator, District funded Literacy Coach, and a .05 District Funded Librarian

23 regular teachers, 13 bilingual teachers, 4 special education teachers, 8 paraprofessional staff members and 4 clerical staff members.

Link Elementary Staff Demographics: AA 44%, Hispanic 35%, and White 21%. Approximately 77% of Link's staff are female.

Link Elementary Student Demographics: Hispanic 68%, AA 23%, American Indian 4%, White 2%, and Asian 2%

Approximately 89.8% of our students are identified as economically disadvantaged, Fifty-one percent (51%) of our students are English Language Learners and 5.8% receive special education services.

Demographics Strengths

Link Elementary is a great source of pride as many community members and parents attended the campus as children and are invested in the future success of the campus.

Link Elementary benefits from a diverse population with students in each subgroup: Hispanic, African American, Asian, and White. Additionally our **Low mobility rate** and **Teacher-student ratio** are both strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our growing English Language Learner and At-Risk Student population require additional resources and interventions. **Root Cause:** Teachers lack understanding of SIOP strategies to support ELL's with language acquisition. Additionally instructional staff lack understanding of Kagan Structures that can be used to support their delivery of rigorous/relevant instruction to meet the varied needs of our At-Risk population.

Problem Statement 2: Based on the 2018 TEA STAAR report students receiving special education services scored significantly lower in reading, math, science, and writing. **Root Cause:** General education and special education teachers require additional training to help them scaffold content in a manner that reaches all students.

Problem Statement 3: During the 2017-18 school year our student attendance rate was 95.8%. As a result of having an attendance rate below 96.5% the amount of learning time for students is significantly reduced. **Root Cause:** Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders.

Problem Statement 4: Based on BOY 3rd grade DRA and MAP data reports students entering 3rd grade are not reading on grade level and demonstrate many deficits as it relates to basic foundations of literacy development. **Root Cause:** Teachers require coaching and support of a Literacy Coach who is able to increase their content knowledge, support lesson planning, and develop effective instructional delivery practices.

Problem Statement 5: Based on the 2018 TEA STAAR report over 45% of students in 3rd and 4th grade did not meet the minimum standard as measured on the Math STAAR. **Root Cause:** Teachers require coaching and support of a Math Coach who is able to increase their content knowledge, support lesson planning, and develop effective instructional delivery practices.

Student Academic Achievement

Student Academic Achievement Summary

2018 Domain I Calculation = 33%

An analysis of 2018 STAAR results reveal increases in student performance in the following areas:

3rd - 5th STAAR Data

3rd Grade Reading (English)

Approaches - 69.7%

Meets - 42.42%

Masters - 33.33%

3rd Grade Math (English)

Approaches - 65.62%

Meets - 50%

Masters - 34.38%

4th Grade Reading (English)

Approaches - 35.71%

Meets - 17.86%

Masters - 7.14%

4th Grade Writing (English)

Approaches - 36.14%

Meets - 15.66%

Masters - 0%

4th Grade Math (English)

Approaches - 48.78%

3rd Grade Reading (Spanish)

Approaches - 55.38%

Meets - 28.12%

Masters - 9.38%

3rd Grade Math (Spanish)

Approaches - 39.39%

Meets - 15.15%

Masters - 3.03%

4th Grade Reading (Spanish)

Approaches - 0%

Meets - 0%

Masters - 0%

4th Grade Writing (Spanish)

Approaches - 33.33%

Meets - 0%

Masters - 0%

4th Grade Math (Spanish)

Approaches - 50%

Meets - 14.63% Meets - 25%
Masters - 6.1% Masters - 0%

5th Grade Reading

Approaches 72.7%
Meets 29.5%
Masters 14.8%

5th Grade Math

Approaches 81.8%
Meets 37.5%
Masters 12.5%

5th Grade Science

Approaches 77.1%
Meets 50%
Masters 22.7%

Student Academic Achievement Strengths

- The percentage of students meeting the approaches level on the Science STAAR increased 24.1% from the 2017-18 school year.
- The percentage of students of meeting the "meets" level on the Science STAAR increased 24.9% from the 2017-18 school year.
- 83.1% of 5th grade students achieved the approaches level or higher as measured on the Math STAAR.
- 73% of 5th grade students achieved the approaches level or higher as measured on the Reading STAAR
- Over 60% of 5th grade students met or exceeded their STAAR progress measure

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 60% of 4th grade students did not meet the minimum standard on the Writing STAAR. **Root Cause:** Teacher instability and lack of access to writing professional development to assist them in planning and delivering effective instruction.

Problem Statement 2: 60% of 4th grade students did not meet the minimum standard on the Reading STAAR. Additionally 4th grade students performance decreased on the Math STAAR. **Root Cause:** Teacher instability and lack of understanding of positive behavior supports and rigor/relevance framework to properly secure and maintain student engagement.

Problem Statement 3: According to 2018 STAAR results our 3rd grade bilingual students performed significantly lower than their English counterparts on the reading and math assessment. **Root Cause:** Teachers lacked access to targeted feedback and coaching from a trained bilingual instructional specialist.

Problem Statement 4: According to 2018 STAAR results 59% of students met the approaches standard on the reading assessment. **Root Cause:** Early literacy skills are not being consistently taught and reinforced in Pre-K, Kindergarten, and First Grade.

Problem Statement 5: Students are entering 3rd grade without basic literacy skills intact. **Root Cause:** Teachers assigned to primary grades lack sufficient understanding of literacy content as it relates to planning and effective lesson delivery.

School Processes & Programs

School Processes & Programs Summary

The 2018-2019 campus leadership and staff members of Link Elementary will work to develop, nurture, and support systems that facilitate implementation of the rigor/relevance framework, and elements of effective instruction. Our professional learning community framework will include focused data-driven instructional conferences in which teachers receive targeted feedback and action steps to improve their instructional practice. A professional learning community schedule has been created for administrators, instructional specialist, teachers, and support staff to meet weekly to plan, practice, learn, review data to ensure quality lesson delivery and student learning. District developed curriculum documents guide teachers in their planning to ensure needs of all learners are being met.

Link Elementary's instructional development supports include the following:

- Appraiser support (Observation and Feedback and Formal Appraisals via T-TESS)
 - Principal and Assistant Principal will attend a conference focused on effective feedback, rapport building, and critical conversations.
- Instructional Specialist (Bilingual)
- Content Coaches (Literacy and Math Coach)
- ELL Coordinator
- Student Support Specialist

During 2018-19 school year Link Elementary will build upon and refine the following programming and processes:

- Lesson planning protocols that support implementation of the rigor/relevance framework.
- Instructional coaching to support teacher development
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RTI processes
- Vertically Aligned PLC's
- Campus-wide Intervention Block
- Curriculum/Content Staff and Parent development

School Processes & Programs Strengths

First year teachers are strategically paired with mentor teachers additionally teachers who are new to Link are provided with a buddy teacher to support them in developing and refining their instructional tool belt.

- Campus-wide Intervention Block
- Implementation of PLC scope and sequence calendar (Learning, Planning, Instructional Delivery, and Data Analysis)
- Campus-wide RTI processes
- Curriculum/Content Staff and Parent development

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2017-2018 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts Professional Learning Community. **Root Cause:** Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.

Problem Statement 2: The amount of discipline referrals resulting in In-School and Out of School Suspensions increased therefore reducing the amount of time students were engaged in high quality learning environments. **Root Cause:** Teachers lack of understanding of positive behavior intervention supports and deescalation techniques. Additionally our system for meeting the responsive needs of the campus lacked structure and accountability.

Perceptions

Perceptions Summary

According to the 2018 Overall School Quality survey 55% of the parents rated our campus as Good, 20% rated our campus as Excellent. 86% of our parents believe our school has high learning standards for students and teachers set high expectations for all students.

Survey responses indicate 84% of the parents believe school administrators make decisions that are in the best interest of students. The parent survey also reflects 86% of the parents believe administrators are responsive to their needs and concerns.

During the 2018 Administrator Summer Institute we worked with the ICLE team and determined where our campus is with relationship, rigor and relevance. This training will also be given to coaches and teachers during the school year.

Perceptions Strengths

According to 2017-18 K-12 survey data staff members and parents responded favorably to the following statements:

- Administrators make decisions that are in the best interest of students.
- School administrators are available when I have a concern.
- 98% of staff members are aware of safety and security procedures.
- 90% of parents feel staff members treat them with respect.
- 85% of parents say administrators are courteous when they have a concern.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 25% of parents believe our students are not receiving the support they need for academic and career planning. **Root Cause:** Our methods of communicating the academic supports available for students and parents relied heavily on print communication.

Problem Statement 2: 25% of parents do not believe that there are learning experiences designed for students identified as Gifted and Talented. **Root Cause:** Link Elementary had not implemented specialized programming for students identified as Gifted and Talented with fidelity.

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
- Accountability Distinction Designations
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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,
- Male / Female 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 surveys and/or other feedback
- Parent Involvement 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

Goals

Goal 1: Reach Every Student

Performance Objective 1: By the end of the 2018-2019 school year the following gains will be made on the writing STAAR.

Approaches - Will increase from 40% to 60%

Meets - Will increase from 17% to 30%

Masters - Will increase from 1% to 10%

Evaluation Data Source(s) 1: 1. State Assessment Data and PLC Meeting Minutes.

2. Assessment data: PBMAS, 2018-2019 STAAR, and TELPAS Results/DRA/District Checkpoints/Eduphoria/Academic Excellence Indicator System (Trend Data)

3. 2017-2018 CIP and Campus Needs Assessment







4. Intervention Data: Progress Monitoring Forms, Decision Point Meetings, Summative Evaluations/Observations/Goal Setting & Staff Developments/District Development Walks

5. Curriculum: District Scope and Sequence/Benchmark Blueprints/STAAR Release Test

6. Findings from the Continuous Improvement Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CHPS 1 CHPS 2 CHPS 3 CHPS 4</p> <p>1) 1) To identify struggling learners and devise individualized plans to meet their needs. Students will receive adaptive interventions through Edmentum Study Island, Education GalaxyLift-Off Program subscription on a weekly basis. Students will access the program during the Intervention/Enrichment (WIN) Block.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Student Support Specialist, ELL Coordinator, Literacy Coach, Math Coach.	<p>Intervention Progress Monitoring Forms will be utilized to track weekly progress of mastery towards skills. The students receiving intervention support will see increases in results on exit tickets, weekly assessments, MAP performance, checkpoints, benchmarks, and STAAR assessments.</p> <p>Feedback from teachers will be used to evaluate the support and materials provided during the intervention/enrichment block to better meet the needs of the students.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 30000.00</p>							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 2 CHPS 4</p> <p>2) 2) Students will be actively engaged in learning which will be reflected in interactive composition journals. Students will also receive small group intervention, After-school Tutoring, and Saturday School. Intervention Specialists will be provided for students scoring below 70% or not meeting progress measures on campus, district or state assessments.</p> <p>Students in grades 2-5 will receive mentoring mind reading and math books and will receive training on how to use the resource effectively.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Student Support Specialist, ELL Coordinator, Math Coach, and Teachers.	Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorial and attendance forms will be monitored to ensure that students in need of additional support are attending tutorials.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 21500.00, 199 State SCE - State Compensatory Education (PIC - 11500.00)</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: 60% of 4th grade students did not meet the minimum standard on the Writing STAAR. Root Cause 1: Teacher instability and lack of access to writing professional development to assist them in planning and delivering effective instruction.</p>
<p>Problem Statement 2: 60% of 4th grade students did not meet the minimum standard on the Reading STAAR. Additionally 4th grade students performance decreased on the Math STAAR. Root Cause 2: Teacher instability and lack of understanding of positive behavior supports and rigor/relevance framework to properly secure and maintain student engagement.</p>
<p>Problem Statement 3: According to 2018 STAAR results our 3rd grade bilingual students performed significantly lower than their English counterparts on the reading and math assessment. Root Cause 3: Teachers lacked access to targeted feedback and coaching from a trained bilingual instructional specialist.</p>

Goal 1: Reach Every Student

Performance Objective 2: By the end of the 2018-2019 school year the following gains will be made in reading STAAR:

Approaches - Will increase from 57% to 75%

Meets - Will increase from 26% to 40%

Masters - Will increase from 14% to 25%

Evaluation Data Source(s) 2: 1. State Assessment Data and PLC Meeting Minutes.

2. Assessment data: PBMAS, 2017-2018 STAAR, and TELPAS Results/DRA/District Checkpoints/Eduphoria/Academic Excellence Indicator System (Trend Data)

3. 2018-2019 CIP and Campus Needs Assessment

4. Intervention Data: Progress Monitoring Forms, Decision Point Meetings, Summative Evaluations/Observations/Goal Setting & Staff Developments/District Development Walks

5. Curriculum: District Scope and Sequence/Benchmark Blueprints/STAAR Release Test

6. Findings from the Continuous Improvement Process

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CHPS 1 CHPS 2 CHPS 3 CHPS 4</p> <p>1) 1) To identify struggling learners and devise individualized plans to meet their needs.</p> <p>Students will be provided 225 minutes a week during school-wide Intervention/Enrichment (WIN) Block, ensuring that students reach mastery.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Student Support Specialist, ELL Coordinator, Literacy Coach.	<p>Result: All at-risk as well as special education students will receive targeted and differentiated intervention in the area of reading language arts.</p> <p>Impact: The academic performance of our at-risk and special education students.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 20000.00</p>							

Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 2 CHPS 4 2) All students will have access to leveled classroom libraries with a wide and inclusive range of text to support learning in the classroom.	2.4, 2.5, 2.6	Principal Assistant Principal Literacy Coach Instructional Specialist Classroom Teacher	Result Students will have increased reading time, increased reading fluency, and comprehension skills. Impact Students will be able to access on grade level content and curriculum therefore leading them to mastery and increased achievement as measured by the STAAR Reading Assessment.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 Title I, Part A - 1000.00						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our growing English Language Learner and At-Risk Student population require additional resources and interventions. Root Cause 1: Teachers lack understanding of SIOP strategies to support ELL's with language acquisition. Additionally instructional staff lack understanding of Kagan Structures that can be used to support their delivery of rigorous/relevant instruction to meet the varied needs of our At-Risk population.
Student Academic Achievement
Problem Statement 1: 60% of 4th grade students did not meet the minimum standard on the Writing STAAR. Root Cause 1: Teacher instability and lack of access to writing professional development to assist them in planning and delivering effective instruction.
Problem Statement 2: 60% of 4th grade students did not meet the minimum standard on the Reading STAAR. Additionally 4th grade students performance decreased on the Math STAAR. Root Cause 2: Teacher instability and lack of understanding of positive behavior supports and rigor/relevance framework to properly secure and maintain student engagement.
School Processes & Programs
Problem Statement 1: During the 2017-2018 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts Professional Learning Community. Root Cause 1: Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.

Goal 1: Reach Every Student

Performance Objective 3: By the end of the 2018-2019 school year the following gains will be made on the math STAAR:

Approaches - Will increase from 62% to 80%

Meets - Will increase from 28% to 40%

Masters - Will increase from 11% to 25%

Evaluation Data Source(s) 3: Measures of Academic Progress (M.A.P) Data

Summative Evaluation 3:

Goal 1: Reach Every Student

Performance Objective 4: By the end of the 2018-2019 year prekindergarten students will demonstrate mastery of early literacy in reading as evidenced by performance on End of Year M-Circle indicators:

At least 80% of all scholars in each classroom will be able to:

-identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming)

-associate sounds with each letter (Letter-Sound Correspondence)

-provide names for images within a timed format (Rapid Vocabulary)


-distinguish between print and illustrations and understand that letters form words (Book and Print Awareness)

-respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension)

Evaluation Data Source(s) 4: M-Circle Assessments

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Jan	Apr	July

Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 4 1) Implement the Kaplan Learning Alive program into the literacy block to focus on letter sight/sound recognition.	2.4, 2.6	Principal, Assistant Principal, Literacy Coach, Instructional Specialist, Student Support Specialist, and Prekindergarten Teachers	Result: Students in prekindergarten will develop grade and age appropriate levels in literacy skills. Impact: Prekindergarten students will read on or above grade level by the time they enter kindergarten.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I, Part A - 3980.00						
							

Performance Objective 4 Problem Statements:







Student Academic Achievement
Problem Statement 4: According to 2018 STAAR results 59% of students met the approaches standard on the reading assessment. Root Cause 4: Early literacy skills are not being consistently taught and reinforced in Pre-K, Kindergarten, and First Grade.

Goal 2: Excellence in Every School.

Performance Objective 1: By the end of the 2018-19 school year 75% percent of 3rd - 5th grade students will meet their expected or accelerated progress measure.

Evaluation Data Source(s) 1: 2019 TEA TAPR report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 2</p> <p>1) 1) All students will take a universal screener at the BOY. Teachers will review BOY Universal Screening data and develop goals for each student.</p> <p>2) Literacy libraries will be provided to all classrooms.</p> <p>3) K-2nd grade teachers will receive identical carpets for their designated reading space.</p> <p>4) All students in 1st-5th grade will receive two journals where they will record reading levels and progress toward goals. In addition to assisting students in tracking their individual goals each teacher is responsible for developing and maintaining a class data tracker that monitors their collective progress toward meeting established goals.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialist, Student Support Specialist, Literacy/Math Coach, ELL Coordinator, and Teacher	<p>Students will know their overall strengths and weaknesses.</p> <p>Students will know their reading levels and be able to articulate their short term and long term goals.</p> <p>During independent reading time students will be able to accurately select a "just right" book.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 3572.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 60% of 4th grade students did not meet the minimum standard on the Reading STAAR. Additionally 4th grade students performance decreased on the Math STAAR.

Root Cause 2: Teacher instability and lack of understanding of positive behavior supports and rigor/relevance framework to properly secure and maintain student engagement.

Problem Statement 3: According to 2018 STAAR results our 3rd grade bilingual students performed significantly lower than their English counterparts on the reading and math assessment.

Root Cause 3: Teachers lacked access to targeted feedback and coaching from a trained bilingual instructional specialist.

School Processes & Programs







Problem Statement 1: During the 2017-2018 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts Professional Learning Community. **Root Cause 1:** Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.

Goal 2: Excellence in Every School.

Performance Objective 2: By the end of the 2018-19 school year the student attendance rate will increase from 95.8% to 98%.

Evaluation Data Source(s) 2: PEIMS reporting and TAPR report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 2 CHPS 4</p> <p>1) 1) The attendance clerk will pull daily attendance and share with all teachers.</p> <p>Classroom percentages will be monitored by campus administration, attendance clerk, and classroom teacher.</p> <p>2) The attendance committee will meet monthly to monitor student attendance more closely and will generate solutions and incentives to increase the student attendance rate.</p>	2.4, 2.5, 2.6	Principal, Attendance Clerk, Attendance Committee, Counselor, and Student Support Specialist.	As a result of increased student attendance the amount of learning time will also increase opportunities for at risk students to master grade level content.				
<p>Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 1500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: During the 2017-18 school year our student attendance rate was 95.8%. As a result of having an attendance rate below 96.5% the amount of learning time for students is significantly reduced. Root Cause 3: Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders.</p>

Goal 2: Excellence in Every School.







Performance Objective 3: During the 2018-2019 year Link Elementary, will build teacher capacity for planning and delivering effective instruction as evidenced by:

T-TESS performance of 80% of Link Elementary Teachers with 1-3 years of experience will improve.

At least 80% of all Link Elementary Teachers will improve on the Rigor Relevance Framework Quadrants.

Evaluation Data Source(s) 3: T-TESS, Student Growth Measures and Surveys, Rigor Relevance Framework Teacher Report, and Plan for teachers not a proficient level.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CHPS 1 CHPS 2 CHPS 4 CHPS 7</p> <p>1) In addition to the principal and assistant principal an instructional specialist will be added to the leadership team The role of the instructional specialist is to provide targeted support to new teachers, teachers new to Spring, and teachers identified by campus principal following the coaching plan outlined in Get Better Faster: A 90-day Plan for Coaching New Teachers by Paul Bambrick-Santoyo Additionally the instructional specialist will help coach and develop teachers and assist with implementing the SpringWay and board configuration and PLC framework with fidelity.</p>	2.4, 2.5, 2.6	Principal and Assistant Principal	<p>Result - Teacher effectiveness will increase among new teachers, teachers new to Spring, and teachers currently not at "proficient" level.</p> <p>Impact: Students demonstrate improved academic performance while also improving teacher retention and overall effectiveness.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 60000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: 60% of 4th grade students did not meet the minimum standard on the Writing STAAR. **Root Cause 1:** Teacher instability and lack of access to writing professional development to assist them in planning and delivering effective instruction.

Problem Statement 2: 60% of 4th grade students did not meet the minimum standard on the Reading STAAR. Additionally 4th grade students performance decreased on the Math STAAR. **Root Cause 2:** Teacher instability and lack of understanding of positive behavior supports and rigor/relevance framework to properly secure and maintain student engagement.

Problem Statement 3: According to 2018 STAAR results our 3rd grade bilingual students performed significantly lower than their English counterparts on the reading and math assessment. **Root Cause 3:** Teachers lacked access to targeted feedback and coaching from a trained bilingual instructional specialist.

School Processes & Programs

Problem Statement 1: During the 2017-2018 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts Professional Learning Community. **Root Cause 1:** Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.

Goal 3: High Performance from Every Employee.

Performance Objective 1: Link will provide professional development to equip the teachers with strategies for delivering effective instruction to our Economically Disadvantaged student population to increase performance the overall percentage of students meeting the minimum standard on STAAR assessments in grades 3-5 from 59% to 75%.

Evaluation Data Source(s) 1: 1)State Assessment Data, PBMAS , Budget, Retention Data, Campus Surveys, and Meeting Minutes.

2)Assessment data: 2017-18 STAAR and TELPAS Results/DRA/District Checkpoints/Eduphoria/Academic Excellence Indicator System (Trend Data).







3)2017-18 CIP and Campus Needs Assessment

4)Attendance rates: Absences, Perfect Attendance, Tardies, Leave Early/Staff Attendance Reports.

5)Surveys: K12 Insight Teacher and Parent Survey 2017-18 Campus Teacher Survey

6)Staff Development: Sign-in sheets, District Developmental Walks, and Summative evaluation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy Critical Success Factors CHPS 1 CHPS 3 CHPS 4 CHPS 7</p> <p>1) Teachers and staff will be provided with ongoing professional development in the following areas: Classroom Management Techniques Balanced Literacy Guided Reading High Yield Math Instructional Strategies. Additionally teachers and staff will work with an instructional specialist to assist them in developing their planning and instructional delivery skill set.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	<p>Result - Preparedness and instructional capacity of new and returning teachers will increase</p> <p>Impact - Teachers experience more success with students. Link students will be served by effective teachers.</p>				
<p>Problem Statements: School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: 211 Title I, Part A - 8830.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: During the 2017-2018 school year instructional planning systems were not implemented with fidelity as it related to English Language Arts Professional Learning Community. Root Cause 1: Instructional support staff lacked capacity to effectively facilitate planning and coaching sessions.</p>

Problem Statement 2: The amount of discipline referrals resulting in In-School and Out of School Suspensions increased therefore reducing the amount of time students were engaged in high quality learning environments. **Root Cause 2:** Teachers lack of understanding of positive behavior intervention supports and deescalation techniques. Additionally our system for meeting the responsive needs of the campus lacked structure and accountability.

Perceptions

Problem Statement 1: 25% of parents believe our students are not receiving the support they need for academic and career planning. **Root Cause 1:** Our methods of communicating the academic supports available for students and parents relied heavily on print communication.







Goal 4: Engaged Stakeholders in Every Community.

Performance Objective 1: Link ES will implement systematic strategies and programs to involve parents academic events as well as the campus decision making process to increase parent agreement to 85% with the following statement: "The school uses family input to improve instruction." as indicated on the school quality survey.

Evaluation Data Source(s) 1: Parent Surveys

Sign-in Sheets
Campus Website
Flyers
Marquee

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>1) Link will increase two-way communication with parents and community stakeholders.</p> <p>Monthly parent - principal constructive planning and feedback sessions.</p> <p>Monthly counselor - parent constructive planning and feedback sessions.</p>		<p>Administrators Parent Engagement Liaison School Counselor Teachers</p>	<p>Parents will understand the process for engaging with their child's school in a variety of ways.</p>				
<p>Funding Sources: 211 Title I, Part A - 1000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Engaged Stakeholders in Every Community.

Performance Objective 2: Link Elementary will increase engagement of parents and community members.

Evaluation Data Source(s) 2: Parent groups (PTA)







Sign-in sheets, agendas, minutes and advertisement

Attendance at events

Parent survey results following on campus workshops

Academic, behavior and attendance data for students of participating families

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CHPS 5 CHPS 6</p> <p>1) Empower parents to support achievement of students by facilitating weekly communication between home and school. Communication folders will be purchased for all students.</p>	3.1, 3.2	Principal Parent Engagement Liaison Counselor	<p>Result - Parents will be empowered with information to support their children.</p> <p>Impact - The number of parent partners who are engaged in their child's education increases.</p>				
<p>Problem Statements: Demographics 3 - Perceptions 1</p> <p>Funding Sources: 211 Title I, Part A - 2000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: During the 2017-18 school year our student attendance rate was 95.8%. As a result of having an attendance rate below 96.5% the amount of learning time for students is significantly reduced. Root Cause 3: Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders.</p>
Perceptions
<p>Problem Statement 1: 25% of parents believe our students are not receiving the support they need for academic and career planning. Root Cause 1: Our methods of communicating the academic supports available for students and parents relied heavily on print communication.</p>

Goal 5: Opportunities and Choice for Every Family

Performance Objective 1: Link Elementary students will participate in specialized programming in the following areas: Music, Art, Library (Makerspace) and Physical Education.

Evaluation Data Source(s) 1: Fine Arts/LAMP schedule

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 CHPS 4 CHPS 6</p> <p>1) All PK-5th grade students will rotate through each fine arts class. As part of our campus physical education plan students will participate in physical activity a minimum of 135 minutes each week.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselor SIMS Clerk Attendance Clerk Teachers	<p>Result - Students will receive a well balanced education that includes fine arts and physical education.</p> <p>Impact - Students will have a well-rounded view of the fine arts and will be able to pursue those interest further as they enter into secondary education. Additionally students will be able to make informed decisions that promote their own health and wellness.</p>				
Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 0.00							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: During the 2017-18 school year our student attendance rate was 95.8%. As a result of having an attendance rate below 96.5% the amount of learning time for students is significantly reduced. Root Cause 3: Systems for monitoring students with poor attendance were not consistently implemented with fidelity by all designated stakeholders.</p>

Goal 5: Opportunities and Choice for Every Family

Performance Objective 2: All kindergarten - 5th grade students identified as gifted and talented will participate in and complete specialized projects outlined in the Renzulli Curriculum.

Evaluation Data Source(s) 2: Renzulli

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS Critical Success Factors CHPS 1 1) 100% of K-5 Gifted and Talented students will complete a student inventory and at minimum two Renzulli independent study projects (one per semester).	2.4, 2.5	Principal GT Administrator GT Coordinator Classroom Teacher	Result: Students will have varied opportunities to demonstrate learning. Impact: Scholars will become college and career ready and are prepared for post-secondary school.				
	Funding Sources: 211 Title I, Part A - 200.00						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) To identify struggling learners and devise individualized plans to meet their needs. Students will receive adaptive interventions through Edmentum Study Island, Education GalaxyLift-Off Program subscription on a weekly basis. Students will access the program during the Intervention/Enrichment (WIN) Block.
1	1	2	2) Students will be actively engaged in learning which will be reflected in interactive composition journals. Students will also receive small group intervention, After-school Tutoring, and Saturday School. Intervention Specialists will be provided for students scoring below 70% or not meeting progress measures on campus, district or state assessments. Students in grades 2-5 will receive mentoring mind reading and math books and will receive training on how to use the resource effectively.
1	2	1	1) To identify struggling learners and devise individualized plans to meet their needs. Students will be provided 225 minutes a week during school-wide Intervention/Enrichment (WIN) Block, ensuring that students reach mastery.
1	2	2	All students will have access to leveled classroom libraries with a wide and inclusive range of text to support learning in the classroom.
1	4	1	Implement the Kaplan Learning Alive program into the literacy block to focus on letter sight/sound recognition.
2	1	1	1) All students will take a universal screener at the BOY. Teachers will review BOY Universal Screening data and develop goals for each student. 2) Literacy libraries will be provided to all classrooms. 3) K-2nd grade teachers will receive identical carpets for their designated reading space. 4) All students in 1st-5th grade will receive two journals where they will record reading levels and progress toward goals. In addition to assisting students in tracking their individual goals each teacher is responsible for developing and maintaining a class data tracker that monitors their collective progress toward meeting established goals.
2	2	1	1) The attendance clerk will pull daily attendance and share with all teachers. Classroom percentages will be monitored by campus administration, attendance clerk, and classroom teacher. 2) The attendance committee will meet monthly to monitor student attendance more closely and will generate solutions and incentives to increase the student attendance rate.
2	3	1	In addition to the principal and assistant principal an instructional specialist will be added to the leadership team The role of the instructional specialist is to provide targeted support to new teachers, teachers new to Spring, and teachers identified by campus principal following the coaching plan outlined in Get Better Faster: A 90-day Plan for Coaching New Teachers by Paul Bambrick-Santoyo Additionally the instructional specialist will help coach and develop teachers and assist with implementing the SpringWay and board configuration and PLC framework with fidelity.
3	1	1	Teachers and staff will be provided with ongoing professional development in the following areas: Classroom Management Techniques Balanced Literacy Guided Reading High Yield Math Instructional Strategies. Additionally teachers and staff will work with an instructional specialist to assist them in developing their planning and instructional delivery skill set.

Goal	Objective	Strategy	Description
4	1	1	Link will increase two-way communication with parents and community stakeholders. Monthly parent - principal constructive planning and feedback sessions. Monthly counselor - parent constructive planning and feedback sessions.
4	2	1	Empower parents to support achievement of students by facilitating weekly communication between home and school. Communication folders will be purchased for all students.
5	1	1	All PK-5th grade students will rotate through each fine arts class. As part of our campus physical education plan students will participate in physical activity a minimum of 135 minutes each week.
5	2	1	100% of K-5 Gifted and Talented students will complete a student inventory and at minimum two Renzulli independent study projects (one per semester).

State Compensatory

Personnel for Link Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ciani Williams	Student Support Specialist	SCE	Yes
Rumiana Mihaylova	Math Coach	SCE	Yes

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Link Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. Data is gathered throughout the year and is comprehensively reviewed at the end of the year. This year, Link instructional leadership team members reviewed collected data along with teacher leaders in June 2018.

In addition to the current campus leadership team the district has funded two campus based positions to assist us in addressing each component of our needs assessment.

- Literacy Coach (District Funded)
- Librarian .05 (District Funded)

The comprehensive needs assessment can be found in the multiple measures of progress portion of the needs assessment .

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with the following stakeholders:

Principal - Justin Jones

Assistant Principal - Tangy Stith

Instructional Specialist - Floralba Reyna

Teacher - Jared Lee

Teacher - Miguel Hernandez

Parent (PTA) - Belen Benitez

2.2: Regular monitoring and revision

The site-based team met June 2018 and again August 2018 to revise the campus improvement plan for the 2018-2019 school year. Regular revisions of this plan will be reflected in the goals section under formative review.

2.3: Available to parents and community in an understandable format and language

A copy of the campus improvement plan will be placed onto the school website in both English and Spanish. Additionally the campus improvement plan will be reviewed with the PTA board members during the first meeting of the year as well as the first parent advisory council meeting in September.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet state standards are addressed in the performance objectives listed in the goal #1 "Reach Every Student"

2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic program in the school can be found in performance objectives in Goal #1 Reach Every Student as well as performance objectives in Goal #2 Excellence in Every School

2.6: Address needs of all students, particularly at-risk

Goal #1 Reach Every Student

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is distributed in English, Spanish, and Vietnamese.

Link Elementary has designated a parent engagement liaison who facilitates purposeful contacts with parents through the following ways:

PTA Board Meetings

Parent Advisory Committee Meetings

Family Literacy Night

Family STEM Night

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings will be held on the 4th Friday of each month throughout the school year.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aracely Garza	Literacy Coach	Title I	Yes
Floralba Reyna	Instructional Specialist	Title I	Yes
Michelle Ward	Librarian	Title I	Yes

Plan Notes

07/17/2017 - CIP First Draft

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Justin Jones	Principal
Non-classroom Professional	Floralba Reyna	Instructional Specialist
Classroom Teacher	Passion Davis	ELL Coordinator
Parent	Belen Benitez	Parent
District Representative	Miguel Perez	District Representative
Classroom Teacher	Jared Lee	Classroom Teacher
Administrator	Tangy Stith	Assistant Principal
Classroom Teacher	Le'Fondria Scroggins	Classroom Teacher
Classroom Teacher	Cressie Weible	Classroom Teacher

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorial Extra Duty Pay	6118	\$11,500.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Edmentum Study Island (Pathways) Education Galaxy/Lift-Off Online Intervention Program Subscription, Empowering Writers supplemental curriculum,, STAAR aligned resources, extra duty pay for teachers who hold before/after school tutorials.		\$30,000.00
1	1	2	Interactive Composition Notebooks, Mentoring Minds Reading and Math consumables and extra duty pay for teachers who hold before or after school tutorials.		\$21,500.00
1	2	1	Kaplan Early Learning Literacy intervention program, Interactive Composition Notebooks, STAAR aligned resources, extra duty pay for teachers who hold before/after school tutorials.		\$20,000.00
1	2	2	Leveled Literacy Library Shelves, Leveled books, and gathering space.		\$1,000.00
1	4	1	Kaplan Learning Alive Program/Software, classroom printers for teachers to print required material related to prekindergarten instructional programming.		\$3,980.00
2	1	1	Leveled Literacy Library Shelves, Student Composition Journals, reading carpets, and ziploc bags for "just right books"		\$3,572.00
2	2	1	attendance incentive budget		\$1,500.00
2	3	1	Title 1 Instructional Specialist, Board Configuration Materials (Plastic Sleeve Document Holders)		\$60,000.00
3	1	1	Region IV Professional Development	6399	\$1,000.00

3	1	1	Technology - SMART Boards	6397	\$4,000.00
3	1	1	Professional Development - Travel Funds	6411	\$3,260.00
3	1	1	Professional Development - Membership Dues	6495	\$570.00
4	1	1	Student Communication Folders	6399.PI	\$1,000.00
4	2	1	Parent Engagement Liaison and Communication Folders for all students.		\$2,000.00
5	1	1	Attendance Incentives	475	\$0.00
5	2	1	GT Project Materials		\$200.00
Sub-Total					\$153,582.00
Budgeted Fund Source Amount					\$153,582.00
+/- Difference					\$0
Grand Total					\$165,082.00