

Brazosport Independent School District

Elisabet Ney Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

We will ensure learning for all children through quality instruction in a safe and healthy environment.

Vision

Children First

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Year	White	Hispanic	African American	EcoD	LEP	Gifted / Talented	At Risk
2013-2014	52.4	38.4	4.5	50.5	3.3	5.8	29.9
2014-2015	51.1	40.5	4.9	47.4	4.7	6.7	33.1
2015-2016	48.7	42.5	4.7	48.7	5.5	6.4	36.6
2016-2017	47.3	45.0	4.1	49.6	4.8	7.6	39.7
2017-2018	45.4	46.7	4.8	48.5	6.1	8.3	36.9
2018-2019	45.3	46.8	4.8	48.6	6.1	8.3	37.0

There has been a steady increase in the percent of at risk students (10% gain over 4 years). Economically disadvantaged students and LEP students remain relatively constant with a steady increase in the Hispanic population. It is notable that 56% of those identified as at risk are Hispanic and 58% of the Hispanic population is identified as economically disadvantaged.

Demographics Strengths

- at risk population has decreased since 2016-2017
- gifted/talented population has steadily increased since 2015-2016
- service options available to all students
- early identification of at-risk students

Problem Statements Identifying Demographics Needs

Problem Statement 1: A disproportionate percentage of students identified as "at risk" are Hispanic. **Root Cause:** Instructional strategies and interventions have had limited effect on decreasing the number of Hispanic students identified as at risk.

Student Achievement

Student Achievement Summary

Overall (Percent of Students Meeting Standard)

2018 Star Ren Reading (K-4), TEMI (Math K-2), Star Ren Math (3, 4) & Local Writing Assessment (K-3), STAAR Reading & Math (3,4), STAAR Writing (4)

Grade	Reading	Math	Writing
Kinder	92	94	76
1st	73	77	78
2nd	81	77	61
3rd	79	95	47
4th	86	94	56

DRA (Percent of Students Meeting Standard in Reading)

Grade	2016	2017	2018
Kinder	48	82	93
First	71	57	65
Second	88	80	82
Third	45	94	93
Fourth	55	64	89

Writing (Percent of Students Meeting Standard)

Grade	2016	2017	2018
Kinder	64	54	76
First	83	68	78
Second	64	82	61

Third	54	69	47
Fourth	33	41	56

Star Ren Math (Percent of Students Meeting Standard in Math 3-4)

Grade	2016	2017	2018
Third	73	80	95
Fourth	74	75	94

TEMI (Percent of Students Meeting Standard Math K-2)

Grade	2017	2018
Kinder	77	94
First	70	77
Second	78	77

STAAR (Percent of Student Meeting Standard)

School Year	3rd Math	3rd Reading	4th Math	4th Reading	4th Writing
2012-2013	73	77	76	80	89
2013-2014	69	89	74	78	80
2014-2015	NA	83	NA	72	56
2015-2016	78	75	69	70	51

2016-2017	90	87	76	62	58
2017-2018	76	78	80	74	54

Student Achievement Strengths

- School-wide writing program is showing improvement in writing performance grades K-1.
- Reading goals were met in grades K, 2, 4
- Math goals were met in grades K, 1, 3, 4
- LLI Intervention is showing positive results in the number of students moving from Tier III to Tier II/Tier I.
- Good increases in STAAR 4th grade reading and math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: 18% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and DRA data. **Root Cause:** Tiered intervention strategies for struggling readers need to continue to be developed and implemented consistently in each grade level.

Problem Statement 2: Math: 17% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and TEMI data. **Root Cause:** Tiered intervention strategies for students struggling in math need to continue to be developed and implemented consistently in each grade level.

Problem Statement 3: Writing: 34% of students are not grade level ready in writing as evidenced by STAAR Writing and local writing assessment data. **Root Cause:** The writing component of balanced literacy needs continued development and consistent implementation in all grade levels.

Problem Statement 4: STAAR performance has been inconsistent with minimal gains since 2015-2016 school year. **Root Cause:** STAAR preparation and intervention needs to start at the beginning of the year targeting specific skills, specific students and individual student growth.

School Culture and Climate

School Culture and Climate Summary

The students and staff at Ney feel safe and secure. The campus has posted expectations throughout the school for procedures such as hallway, bathroom, cafeteria, and dismissal. All students participate in PBIS weekly prizes to support campus goals--Be Respectful, Be Responsible, Be Safe. The campus promotes widespread participation in extra curricular activities by hosting Parent Picnics, Valentine's Day, 100 Day activities, Red Ribbon Week, Ice Cream Social, Ney Knights Out, Christmas activities, Color Days, Castle Attendance, Last Knight Standing, Right Choice Rally, field trips and more.

School Culture and Climate Strengths

- A variety of activities and programs are offered during the school day to enhance students' educational experience.
- Clearly stated common area expectations.
- Consistent discipline procedures.
- Winners of PBIS prizes are announced weekly. Students have a voice in the prize selections which creates more grade level appropriate prizes.
- Clear and consistent expectations are campus-wide.
- Student attendance rate is improving with a .3% increase over last year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rates continue to be lower than our goal of 96.5%. **Root Cause:** Many parents fail to bring their children to school regularly and on time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teachers and staff at Elisabet Ney are hard working, dedicated professionals. They are a highly qualified staff that has received training in a variety of areas this year primarily in the development of PLCs and technology integration. The staff on this campus is very collaborative and supportive. They have opportunities at faculty meetings, work groups, grade level meetings and collaboration, to share ideas and best practices. These collaborations share ideas and constructive feedback to improve the quality of instruction in the classroom. Grade level PLCs are continuing to grow in their effectiveness to improve student performance and to support teacher development through data review, collaborative planning, sharing of best practices, and training. Campus committees provide staff opportunities to play a major role in decision making and to participate in campus leadership.

Staff Quality, Recruitment, and Retention Strengths

- Collaborative staff
- Teacher mentors and buddies
- PD opportunities (district & campus)
- Team leader/staff involved in decision making
- Administrative support of teacher growth and development
- Establishing systems such as Response to Intervention (RtI) and researched based instructional strategies (guided reading and math) to build consistency for campus improvement efforts and improve student performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. **Root Cause:** Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Teachers are using instructional materials to create rigorous lessons. The master schedule provides between 90-120 minutes of uninterrupted instructional time in reading and math. Curriculum maps are followed and CBAs are used to monitor student mastery of the TEKS.

Curriculum, Instruction, and Assessment Strengths

- Intervention provides skill based support for struggling students in reading and math.
- Tutorials are provided before, during and after school.
- Tutors are employed to support student needs.
- All grade levels are writing daily.
- Writing rubrics and end of the year writing expectations are established for all grade levels.
- IXL, ST Math, Waterford, and Istation are utilized as supplemental supports for students.
- Work stations in math and reading provide targeted skill practice while allowing for small group, teacher directed instruction.
- Star Renaissance and TEMI are used to progress monitoring students at the beginning, middle, and end of the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Although progress is being made in reading performance, 18% of students are identified as needing intervention. **Root Cause:** The implementation of guided reading and Tier II interventions is inconsistent schoolwide.

Problem Statement 2: Although progress is being made in math performance, 17% of students are identified as needing intervention. **Root Cause:** The implementation of guided math and Tier II interventions is inconsistent schoolwide.

Problem Statement 3: Although progress is being made in writing performance, 34% of students did not meet the expectation for writing (mainly composition). **Root Cause:** The implementation of writing instruction is varied and inconsistent schoolwide.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and community members feel involved and welcome in our school. Communication through newsletters and social media keeps parents and the community up to date with campus and district events. While many parents and community members get involved in campus events, our goal is to increase participation.

Parent and Community Engagement Strengths

- Bi-weekly school newsletter
- Weekly grade level newsletters
- Marquee with events posted
- School calendars
- KOOL Club
- PTO and library volunteers
- Social media postings
- “Go Folders” Daily Communication Folder
- Participation in community events
- Business partners-Walmart, HEB, Farmers Insurance
- School fundraisers-Ice Cream Social, fall fundraiser
- Junior Achievement
- Notes home and calendars translated
- Exceptional parent volunteers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent participation in campus events other than attendance at student performances, has limited participation. **Root Cause:** Parents have limited childcare, conflicts in scheduling (too early, too late), or a disinterest in content/topic offered.

School Context and Organization

School Context and Organization Summary

Star Ren and TEMI assessments are given 3 times a year and DRA is administered a minimum of 2 times a year to identify students in need of intervention. The RTI Progress Monitoring Meetings are held throughout the year to discuss progress of students and determine next steps. LLI (reading) & TEMI (math) are the Tier III interventions for K-2. LLI (reading) & campus designed programs (math) are the Tier III interventions for 3rd & 4th. DIP is the program used to serve students identified as dyslexic. Online resources such as ST Math, IXL, Waterford, and Istation are utilized to supplement instruction in both reading and math.

Campus PBIS roles and responsibilities have been successful this year.

Knights on Patrol is a student leadership group that assists with various functions on the campus.

Select faculty members serve on the CEIC committee and serve as Team Leaders.

School Context and Organization Strengths

- PLCs are developing to improve student performance and increase teacher effectiveness.
- Several opportunities exist for teachers to collaborate throughout the year through grade level meetings, collaboration meetings, and faculty meetings.
- The school-wide writing program is continuing to develop and students are having more opportunities to write using a variety of prompts and genres.
- Name That Book Club is a successful extra-curricular activity for students.
- Knights on Patrol has given 4th graders opportunities to be more responsible and have leadership roles.
- PBIS roles and responsibilities have been successful.
- Many teachers are involved in tutoring to support students needing extra help in reading and math.
- Students performed well in the District UIL Competition in the areas of spelling and creative writing.
- Ney Student Council was established as a student leadership opportunity.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Professional Learning Communities (PLCs) are still in the "developing" stage for advancing student performance. **Root Cause:** PLCs' focus is inconsistent among grade levels when looking at weekly student data to determine instructional next steps as it relates to planning intervention/enrichment activities and/or seeking out specific professional development to increase instructional effectiveness.

Technology

Technology Summary

Staff members are becoming more proficient with using technology in their classrooms. Our staff is eager to incorporate technology in their lessons and have increased its usage significantly. Our library supports Accelerated Reader and promotes student reading through various online resources. Student use of technology has improved significantly since the 1 to 1 initiative and the support of the LMS/Digital Coach.

Technology Strengths

- Teachers are more proficient with technology specifically Chrome books.
- Students have continual access to technology.
- All teachers have interactive boards in their classrooms.
- Web-based programs are used successfully in the classroom (Accelerated Reader, ST Math, Fastt Math, IXL, Raz Kids, Waterford and Istation).
- Wireless upgrades are ongoing and seem to be improving.
- The Wayfind assessment indicates a high level of teacher proficiency with technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student use of technology as a digital tool is in the beginning stages and varies significantly between classrooms. **Root Cause:** Teachers require the support and training necessary to broaden the use of technology as a digital tool.

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

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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 11, 2018

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: All students will increase reading performance from 82% to 91% meeting standard on the end of the year district reading assessment (K-2) (Student Outcome Goal 1) and from 76% to 80% meeting standard on STAAR 2019 (3rd, 4th) (Student Outcome Goal 2).

Evaluation Data Source(s) 1: End of the Year Star Renaissance Reading Scores and STAAR 2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Promote Accelerated Reader and Read 2020 to provide students with goals and incentives to foster independent reading growth both at school and at home.</p>	2.4, 2.5, 2.6	Teachers, Media Specialist	Student growth in reading				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 2200.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Plan and deliver weekly instruction using the balanced literacy focusing on the components of guided and shared reading.</p>	2.4, 2.5, 2.6	Teachers	Student growth in reading				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 - General Fund - 6984.00, 211 - Title I, 1003 School Improvement Grant - 5185.00</p>							
<p>Critical Success Factors CSF 1</p> <p>3) Deliver guided reading daily to differentiate reading instruction and advance student individual reading levels.</p>	2.4, 2.5, 2.6	Teachers	Student growth in reading				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Participate in professional development in 7 Steps to a Language -Rich Interactive Classroom to improve vocabulary by providing a variety of classroom supports.</p>	2.5, 2.6	Teachers	Student growth in reading				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Plan and deliver Tier II interventions (IStation, targeted guided reading) to identified students 30 minutes daily to accelerate reading growth.</p>	2.4, 2.5, 2.6	Teachers	Student growth in reading				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Deliver Leveled Literacy Intervention (LLI) & Dyslexia Intervention Program (DIP) to identified Tier III students for a minimum of 30 minutes daily (LLI) or 45 minutes daily (DIP) to accelerate reading growth.</p>	2.4, 2.5, 2.6	Interventionists	Student growth in reading				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - 50000.00, Local 24 - State Comp Personnel - 65000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Provide tutorials to identified Tier II and Tier III students in grades K-2 to accelerate growth in reading.</p>	2.4, 2.5, 2.6	Teachers/Tutors	Student growth in reading; reduced number of students in Tier II & Tier III				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Local 24 - State Comp - 1361.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Reading: 18% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and DRA data. Root Cause 1: Tiered intervention strategies for struggling readers need to continue to be developed and implemented consistently in each grade level.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. Root Cause 1: Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Although progress is being made in reading performance, 18% of students are identified as needing intervention. Root Cause 1: The implementation of guided reading and Tier II interventions is inconsistent schoolwide.</p>

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: All students will increase writing performance from 66% to 71% meeting the end of the year expectation on the locally developed writing assessment (K-3) and from 56% to 66% meeting standard on STAAR 2019 (4th).

Evaluation Data Source(s) 2: End of the Year Local Writing Assessment Cumulative Score

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Administer local writing assessments (K & 1 composition; 2-4 composition and revising & editing) each nine weeks to determine instructional needs and student intervention.</p>	2.4, 2.5, 2.6	Teachers, Administrator, Interventionist	Student growth in writing				
<p>Critical Success Factors CSF 1</p> <p>2) Plan and deliver daily grammar instruction to improve writing performance specifically in conventions (K-4) and revising and editing skills (2-4).</p>	2.4, 2.5, 2.6	Teachers	Student growth in writing				
<p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: 199 - General Fund - 4565.00, 211 - Title I, Part A - 2554.00, 211 - Title I, 1003 School Improvement Grant - 204.00</p>							
<p>Critical Success Factors CSF 1</p> <p>3) Plan weekly writing instruction to include guided and shared writing.</p>	2.4, 2.5, 2.6	Teachers	Student growth in writing				
<p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: 199 - General Fund - 2500.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide professional development in effective strategies for teaching writing.</p>	2.5	Administration	Student growth in writing				
<p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: 211 - Title I, 1003 School Improvement Grant - 16274.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 3: Writing: 34% of students are not grade level ready in writing as evidenced by STAAR Writing and local writing assessment data. **Root Cause 3:** The writing component of balanced literacy needs continued development and consistent implementation in all grade levels.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. **Root Cause 1:** Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 3: Although progress is being made in writing performance, 34% of students did not met the expectation for writing (mainly composition). **Root Cause 3:** The implementation of writing instruction is varied and inconsistent schoolwide.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: All students will increase math performance from 75% to 80% meeting standard on the end of the year district math assessment (K-2) (Outcome Goal 1) and from 78% to 83% meeting standard on STAAR 2019 (3rd, 4th) (Student Outcome Goal 2).

Evaluation Data Source(s) 3: End of the Year Star Renaissance Math Scores, STAAR 2019

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide students daily practice in math facts and skills utilizing a variety of activities and resources including IXL, Xtra Math, ST Math Fluency, and others to improve math fluency and computation.</p>		Teachers	Student growth in math				
<p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Fund - 5784.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Plan and explicitly teach math problem solving a minimum of 3 times per week to improve application of math skills/concepts and promote critical thinking.</p>		Teachers	Student growth in math				
<p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - General Fund - 1311.00, 211 - Title I, 1003 School Improvement Grant - 5184.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Plan and deliver Tier II interventions (IStation, targeted guided math) to identified students 30 minutes daily to accelerate math growth.</p>		Teachers	Student growth in math				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Deliver TEMI (K-2) & IStation Math (3,4) programs to identified Tier III students for a minimum of 30 minutes daily.</p>	2.4, 2.5, 2.6	Interventionists	Student growth in math				
<p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: 211 - Title I, Part A - 32500.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 2: Math: 17% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and TEMI data. **Root Cause 2:** Tiered intervention strategies for students struggling in math need to continue to be developed and implemented consistently in each grade level.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. **Root Cause 1:** Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 2: Although progress is being made in math performance, 17% of students are identified as needing intervention. **Root Cause 2:** The implementation of guided math and Tier II interventions is inconsistent schoolwide.

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: Third and fourth-grade students will perform 8% above the state on the 2019 STAAR Reading and STAAR Math (Student Outcome Goal 2).

Evaluation Data Source(s) 4: 2019 STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide students with weekly skills practice in STAAR format to increase familiarity with question types, testing strategies and test vocabulary to build student test taking skills and confidence.</p>	2.4, 2.5, 2.6	Third & Fourth Grade Teachers	Increased performance on STAAR				
<p>Problem Statements: Student Achievement 4 Funding Sources: 199 - General Fund - 2622.00, 211 - Title I, Part A - 6200.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Administer quizzes twice per month and Mock STAAR tests to assess student mastery and determine instructional needs.</p>	2.4, 2.5, 2.6	Third & Fourth Grade Teachers	Increased performance on STAAR				
<p>Problem Statements: Student Achievement 4</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide tutorials to identified students requiring additional STAAR test preparation and skill development.</p>	2.4, 2.5, 2.6	Teachers, tutors	Increased performance on STAAR				
<p>Problem Statements: Student Achievement 4 Funding Sources: 211 - Title I, Part A - 24515.00, 211 - Title I, 1003 School Improvement Grant - 75000.00</p>							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 4: STAAR performance has been inconsistent with minimal gains since 2015-2016 school year. Root Cause 4: STAAR preparation and intervention needs to start at the beginning of the year targeting specific skills, specific students and individual student growth.</p>

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 5: Students will participate in physical education, music and media/technology learning opportunities as evidenced by the campus master schedule.

Evaluation Data Source(s) 5: Master Schedule

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) The Master Schedule will include rotations in physical education, music, and media/technology learning opportunities for all students.</p>		Administrator	Increase in physical fitness, fine arts awareness, and advancement in media and technology skills				
<p>Critical Success Factors CSF 1</p> <p>2) Utilize a variety of instructional materials and supplies including online resources to provide an array of learning opportunities in PE, Music and Media/Technology.</p>		Special Area Teachers	Increase in physical fitness, fine arts awareness, and advancement in media and technology skills				
<p>Problem Statements: Technology 1 Funding Sources: 199 - General Fund - 5400.00, 211 - Title I, Part A - 778.00</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 5 Problem Statements:

Technology
<p>Problem Statement 1: Student use of technology as a digital tool is in the beginning stages and varies significantly between classrooms. Root Cause 1: Teachers require the support and training necessary to broaden the use of technology as a digital tool.</p>

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: All students will maintain positive behaviors conducive to learning as evidenced by a decrease in disciplinary incidents from 56 reported incidents to 50 reported incidents by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: Campus Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Positive Behavior Interventions and Supports (PBIS) Team will develop and promote school-wide expectations through ongoing communication and incentive programs.</p>		PBIS Team	Decrease in discipline referrals				
Problem Statements: School Culture and Climate 1							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Character Counts, social skills, and Bully Prevention lessons will be taught during monthly guidance classes to promote positive student interactions.</p>		Counselor	Decrease in discipline referrals and reports of bullying				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) PALS and other mentors will be utilized to address identified students in need of role models and emotional/behavioral support.</p>		Counselor	Decrease in discipline referrals				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Professional development will be conducted to identify effective strategies when working with challenging behaviors.</p>		Administrator	Decrease in discipline referrals				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Attendance rates continue to be lower than our goal of 96.5%. Root Cause 1: Many parents fail to bring their children to school regularly and on time.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: All students will improve average daily attendance from 96.0% to 96.5% by the end of the 2018-2019 school year.

Evaluation Data Source(s) 2: Attendance Reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Positive Behavior Interventions and Supports (PBIS) Team will develop and promote school-wide attendance through communication and implementation of incentive programs.		PBIS Team	Increase student attendance rate and student performance				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Attendance reports will be reviewed weekly to identify students with patterns of absences and/or chronic absenteeism.		Administrator	Increase student attendance rate and student performance				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 1 CSF 4 CSF 6 3) Letters will be sent home to parents notifying them of students acquiring 3, 5, and 7 unexcused absences as well as students who fall below a 90% rate.		Administrator, PEIMS Clerk	Increase student attendance rate and student performance				
	Problem Statements: School Culture and Climate 1						
Critical Success Factors CSF 1 CSF 4 CSF 6 4) Attendance officer will be employed to intervene with parents concerning student chronic absenteeism.		Administrator, District Attendance Officer	Increase student attendance rate and student performance				
	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: Attendance rates continue to be lower than our goal of 96.5%. **Root Cause 1:** Many parents fail to bring their children to school regularly and on time.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: Increase staff effectiveness by maintaining campus professional learning community (PLC) environment as evidenced by regularly scheduled collaborative team meetings focused on student achievement. (Constraint 1)

Evaluation Data Source(s) 1: PLC Rubric

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Weekly grade level collaboration agendas will address the four critical questions of a PLC focusing on student achievement.		Teachers	Increase in student performance				
	Problem Statements: School Context and Organization 1						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) PLCs will self evaluate each 9 weeks utilizing the PLC Continuum to identify strengths and areas of improvement.		Administrator, Teachers	Increase in student performance				
	Problem Statements: School Context and Organization 1						
3) Provide professional development in the effective implementation of professional learning communities (PLCs) and Response to Intervention (RtI) to advance student achievement and increase teacher effectiveness.	2.4, 2.5, 2.6	Administration, Teachers	Increase in student performance				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 2501.00, 211 - Title I, 1003 School Improvement Grant - 23153.00						
4) Provide professional development in effective feedback and coaching techniques to improve teacher performance.	2.4, 2.5, 2.6	Administration, Teachers	Increase in student performance				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 211 - Title I, Part A - 3819.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Reading: 18% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and DRA data. **Root Cause 1:** Tiered intervention strategies for struggling readers need to continue to be developed and implemented consistently in each grade level.

Problem Statement 2: Math: 17% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and TEMI data. **Root Cause 2:** Tiered intervention strategies for students struggling in math need to continue to be developed and implemented consistently in each grade level.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. **Root Cause 1:** Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Although progress is being made in reading performance, 18% of students are identified as needing intervention. **Root Cause 1:** The implementation of guided reading and Tier II interventions is inconsistent schoolwide.

Problem Statement 2: Although progress is being made in math performance, 17% of students are identified as needing intervention. **Root Cause 2:** The implementation of guided math and Tier II interventions is inconsistent schoolwide.

School Context and Organization

Problem Statement 1: Professional Learning Communities (PLCs) are still in the "developing" stage for advancing student performance. **Root Cause 1:** PLCs' focus is inconsistent among grade levels when looking at weekly student data to determine instructional next steps as it relates to planning intervention/enrichment activities and/or seeking out specific professional development to increase instructional effectiveness.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: All new teachers will be provided support through mentor/buddies, weekly collaboration meetings, ongoing professional development, and feedback.

Evaluation Data Source(s) 2: Observation data (mentor, administration), collaboration minutes, and professional development agendas.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Mentors/buddies will be assigned prior to teacher's first day.</p>		Administrator	Increase in teacher performance and retention				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) New teacher orientation will be conducted prior to the first day of school.</p>		Administrator	Increase in teacher performance and retention				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) New teachers will meet monthly with Principal for targeted training and to discuss challenges and celebrate success.</p>	2.5, 2.6	Principal	Increase teacher performance and retention				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>4) Promote opportunities for professional development and coaching utilizing both campus and district personnel.</p>		Administrator, Mentor/Buddy, Instructional Specialists	Increase teacher performance and retention				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
Funding Sources: 199 - General Fund - 1000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Moderate to significant variances (10-15 percentage points) in student performance exist between teachers especially in the areas of reading, math, and writing. **Root Cause 1:** Teachers need consistent support in implementing school-wide practices of guided reading, writing instruction, and guided math.

School Context and Organization

Problem Statement 1: Professional Learning Communities (PLCs) are still in the "developing" stage for advancing student performance. **Root Cause 1:** PLCs' focus is inconsistent among grade levels when looking at weekly student data to determine instructional next steps as it relates to planning intervention/enrichment activities and/or seeking out specific professional development to increase instructional effectiveness.

Goal 3: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 3: Ney elementary teacher attendance will improve from 95.5% to 96% in the 2018-2019 school year. (Constraint 2)

Evaluation Data Source(s) 3: Teacher attendance records.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Teachers will receive attendance incentives from the campus each nine weeks for perfect attendance.		Administrator	Increase teacher attendance rate and student performance				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) Teachers will receive district monetary incentive for missing fewer than 2 days each semester.		District HR	Increase teacher attendance rate and student performance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: Ney will ensure the timely procurement of campus budget allocation by committing 85% of campus funds by the end of the first semester.

Evaluation Data Source(s) 1: Campus budget account balances

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Review campus budget expenditures during weekly Management Team meetings.		Administrator	Supplies and materials available for use during entire school year.				
Critical Success Factors CSF 1 CSF 3 2) Monitor orders to ensure accurate and timely spending of allocated funds based on the Campus Needs Assessment (CNA).		Administrator	Needed supplies and materials are ordered and available for use during entire school year.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 2: Ney staff and parents surveyed indicate that the physical environment is safe and of high quality as evidenced by the annual BISD Campus Climate Survey.

Evaluation Data Source(s) 2: 90% of those surveyed indicate a positive rating

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Inspect building regularly for appropriate usage, safety, and condition, while identifying areas for possible improvement ensuring a high quality environment conducive to both teaching and learning.</p>		Head Custodian, Administrator	All rooms used for instruction in excellent condition.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Ensure practice of fire drills, evacuations, and other emergency procedures.</p>		Administrator	Students and staff successfully demonstrate appropriate evaluation and emergency procedures.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Utilize Help Desk to ensure prompt response to maintenance needs.</p>		Staff	Building maintenance requests completed timely and thoroughly.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>4) Review and maintain alarm and building security programs and procedures, including V-Soft program and background checks, with all campus personnel through meetings and employee handbook review.</p>		Administrator	Campus security is maintained without incident.				
<p>Funding Sources: 199 - General Fund - 610.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 5: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: Ney will positively promote the school's accomplishments, achievements, and successes of students and staff as evidenced by positive responses on the BISD Satisfaction Survey.

Evaluation Data Source(s) 1: District Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Knightly News will be circulated twice per month noting campus events and accomplishments.</p>	3.2	Administrator, School Secretary	Positive results on parent survey				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Frequent posting on Facebook and Twitter to inform parents of Ney's events and accomplishments.</p>	3.2	Counselor, Administrator	Positive results on parent survey				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Class DoJo and Remind will be used to keep parents informed of classroom events and accomplishments.</p>	3.2	Teachers	Positive results on parent survey				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parents will be invited to award ceremonies held each nine weeks to recognize student accomplishments.</p>	3.2	Administrator, Teachers	Positive results on parent survey				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Parent involvement will continue to be promoted through volunteer opportunities, PTO, Watch Dogs, mentors, tutors and other campus activities and events including Ney's Lunch & Learn.</p>	3.1, 3.2	Counselor, Parent Involvement Committee, Administrator	Increase in parent involvement				
<p>Problem Statements: Student Achievement 1 - Parent and Community Engagement 1</p> <p>Funding Sources: 211 - Title I, Part A Parent & Family Engagement - 1371.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Jointly develop with, and distribute to, parents and family members a written (English/Spanish) Parent and Family Engagement Policy.</p>	3.1	Staff, Parents	Increased parent involvement				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Conduct with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.</p>	3.1	Staff, Parents	Increase parent involvement				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Jointly develop and share a School-Parent Compact that outlines stakeholders' shared responsibility for student achievement and the partnerships needed to achieve the state's high standards.</p>	3.1	Staff, Parents	Increase in parent involvement				
<p>Problem Statements: Parent and Community Engagement 1</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading: 18% of students remain in Tier II & Tier III interventions at the end of the year as evidenced by Star Renaissance and DRA data. Root Cause 1: Tiered intervention strategies for struggling readers need to continue to be developed and implemented consistently in each grade level.
Parent and Community Engagement
Problem Statement 1: Parent participation in campus events other than attendance at student performances, has limited participation. Root Cause 1: Parents have limited childcare, conflicts in scheduling (too early, too late), or a disinterest in content/topic offered.

State Compensatory

Personnel for Elisabet Ney Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kim Jurries	Interventionist / Dyslexia Teacher	Elisabet Ney	1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Dolezal	Interventionist	Elisabet Ney	1
Melissa Kesler	Interventionist	Elisabet Ney	.50

Campus Education Improvement Committee

Committee Role	Name	Position
Media Specialist	Marlene Wright	
Principal	Vicky Parr	
Assistant Principal	Joshua Lara	
Classroom Teacher	Liz Royer	
Parent	Miranda Corn	
Community Representative	Lisa Solis	
Community Representative	JoAnn Brown	
Business Representative	Stacy Tomlinson	
Non-classroom Professional	Robin Pelton	
Classroom Teacher	Jodi Johnson	
Classroom Teacher	Alex Berg	
Classroom Teacher	Kirsten Gunter	
Counselor	Lisa Huitt	
Classroom Teacher	Ashley McShan	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,200.00
1	1	2			\$6,984.00
1	2	2			\$4,565.00
1	2	3			\$2,500.00
1	3	1			\$5,784.00
1	3	2			\$1,311.00
1	4	1			\$2,622.00
1	5	2			\$5,400.00
3	2	4			\$1,000.00
4	2	4			\$610.00
Sub-Total					\$32,976.00
Budgeted Fund Source Amount					\$32,976.00
+/- Difference					\$0
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Tutorials		\$1,361.00
Sub-Total					\$1,361.00
Budgeted Fund Source Amount					\$1,361.00
+/- Difference					\$0
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Interventionist		\$65,000.00
Sub-Total					\$65,000.00
Budgeted Fund Source Amount					\$65,000.00

					+/- Difference	\$0
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	6	Interventionist Aides		\$50,000.00	
1	2	2	Instructional Materials (4th Grade Writing)	211.11.6399.00.107.30	\$2,554.00	
1	3	4	Interventionist		\$32,500.00	
1	4	1	Instructional Materials (3rd & 4th Grade - Math & Reading)	211.11.6399.00.107.30	\$6,200.00	
1	4	3	Tutorial Staff		\$24,515.00	
1	5	2	Headphones & Earbuds		\$778.00	
3	1	3	Professional Development		\$2,501.00	
3	1	4	Training for administrator		\$3,819.00	
					Sub-Total	\$122,867.00
					Budgeted Fund Source Amount	\$131,191.00
					+/- Difference	\$8,324.00
211 - Title I, Part A Parent & Family Engagement						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	1	5	Resources for Lunch & Learn Parent Engagement Events		\$1,371.00	
5	1	5	Books to be given at the "Summer Reading Fun" PI lunch	211.61.6399.00.107.30	\$0.00	
					Sub-Total	\$1,371.00
					Budgeted Fund Source Amount	\$1,415.00
					+/- Difference	\$44.00
211 - Title I, 1003 School Improvement Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Reading Instructional Materials	211.11.6399.23.107.30	\$5,185.00	
1	2	2	Student Writing Folders	211.11.6399.23.107.30	\$204.00	
1	2	4	Professional Development Materials & Training		\$16,274.00	
1	3	2	Math Instructional Materials	211.11.6399.23.107.30	\$5,184.00	
1	4	3	Tutorial Staff		\$75,000.00	

3	1	3	Professional Development		\$23,153.00
Sub-Total					\$125,000.00
Budgeted Fund Source Amount					\$125,000.00
+/- Difference					\$0
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,732.00
+/- Difference					\$4,732.00
Grand Total					\$348,575.00