

**Georgetown Independent School District**  
**Williams Elementary School**  
**2014-2015 Campus Improvement Plan**

# Mission Statement

Our school is dedicated to creating, sustaining and enriching a safe, nurturing, positive, collaborative and challenging learning environment that promotes social and academic excellence. Each staff member, parent and student is committed to PRIDE, personal responsibility in determining excellence where:

All staff will demonstrate an extraordinary commitment to the success of all students

Students engaged in thoughtful and purposeful participation in learning.

Learning prepares students for success in a more global 21st century society.

# Vision

Our vision is to create an environment in which diverse populations achieve and excel academically and the enrich their surrounding community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

This year's school population consists of 370 students with approximately 71% Economically Disadvantaged and 62%(up 8% from 2013-2014) Academically At Risk. Ethnicity student groups are 69% Hispanic (up 3% from 2013-2014), 25% Anglo (down 4% from 2013-2014), 2% African American (equal to 2013-2014) and a little less than 4% Other or combined ethnicities (equal to 2013-2014). Approximately 11% percent of the student population qualifies for Special Education services (down 2% from 2013-2014) and 8% qualify for Gifted and Talented services (down 1% from 2013-2014). Currently 41% of our students are identified and served under the LEP program.

### Demographics Strengths

We have 2 bilingual classes in 3rd and 5th grade and one in 4th and serve students all GISD students in grade 3-5 who require bilingual services. Within TEA standards on 2013-2014 STAAR, we met standard with an Index score of 70 under ALL student Achievement.

Science is a strength with a passing rate of 76% and Distinctions Earned in the area of Science Performance and being in the top 25% of Comparable Schools.

Williams scored well in Index 2, the student Progress calculator, with a score of 41.

### Demographics Needs

Areas of growth include all student performance in the area of Writing, but particularly with our ELL, Hispanic and Special Education Students.

In Reading, an area of need is the performance of our ELL and SPED students.

In Math, an area of need is the performance of our ELL, African American, and SPED students.

In Science, the areas of need are the performance of our ELL, SPED, and African American students.

## **Student Achievement**

### **Student Achievement Summary**

In working with parents, staff, and students, Williams has demonstrated growth and success. We hold a TEA Acceptable rating. Williams met state all state academic standards set under STAAR and met Adequate Yearly Progress (AYP) as set by the federal government for the 2013-2014 school year, scoring a 70 in Index 1, a 41 in Index 2, and 33 in Index 3.

### **Student Achievement Strengths**

STAAR data shows consistent improvement in Science data, with the campus earning distinctions in the Science area Overall and in the top 25%-tile of schools in the state with comparable demographics.

### **Student Achievement Needs**

STAAR Data for 2012-2013 shows areas of need in:

SPED and African American achievement in Math.

ELL and Sped students in Reading

Overall student achievement in the area of Writing

and ELL, Sped and African American students in Science.

Beginning of the year Reading assessment data shows the following trends in reading fluency using beginning of the year Aimsweb Data:

3rd grade students - 27% requiring TIER II support, 24% requiring TIER III support.

4th grade students - 41% requiring TIER II support, 19% requiring TIER III support.

5th grade students - 31% requiring TIER II support, 28% requiring TIER III support.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We have created a school community that is dedicated to creating, sustaining and enriching a safe, nurturing, positive, collaborative and rigorous learning environment that promotes social and academic excellence. Our belief is that every child's success matters. Each staff member, parent and student is committed to PRIDE, Personal Responsibility in Determining Excellence. We utilize our data and continue to create an environment that fosters professional growth and collaboration and one in which all children are successful academically, behaviorally, emotionally and socially.

Williams uses common procedures through a campus based Foundations committee. We will continue to recognize and reward students for positive choices and academic effort. We are increasing our after school clubs to provide a variety of avenues to assist students academically as well as introduce them to varied cultural and artistic experiences. Implementation of No Place of Hate, the 40 Developmental Assets, and the Early Act First Knight program continue to build positive behavioral and social interactions among students. Past data shows low numbers of discipline referrals.

### **School Culture and Climate Strengths**

Our attendance rate has been in the 96-97% range all years of our existence. Our plan targets these percentage rates through actions that directly encourage our students desire to attend Williams Elementary by developing healthy, caring relationships between our staff and students. School-wide incentives target reluctant attendees with administration diligently tracking and following up on attendance concerns. Our discipline data represents our positive, kid-centered climate.

### **School Culture and Climate Needs**

We will target improved student behaviors through our Foundations/CHAMPS and our Early Act First Knight program. Williams Elementary will continue to improve communication internally and externally, by involving more members in the PTA and school functions, increasing our mentor program as well as encouraging staff wellness and health.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Williams works hard to hire quality teachers that will bring some of the specialized skills needed to work with our students. Within our current campus we have 11 staff members who have 1-5 years of experience, 7 with 6-10 years, 13 with 11-20 years, and 10 with more than 20 years. Out of this, approximately 40% of our staff have advanced degrees. 80% have alternate degrees and/or specialized certifications including Bilingual, English as a Second Language, Special Education, or Gifted and Talented.

### **Staff Quality, Recruitment, and Retention Strengths**

Williams has 5 teachers who have served as district teachers of the year for Georgetown Independent School district.

Williams has 9 staff members on campus who were here at the re-opening of the renovated elementary school ten years ago.

Our plan is comprehensive and intense. 100% of our staff are involved in the Campus Improvement Plan decision making as well as the implementation of our plan. All of our staff are trained in English as a Second Language strategies, with many holding the official state certification.

### **Staff Quality, Recruitment, and Retention Needs**

Williams needs staff members to be trained in various specializations, including ESL Sheltered Instruction (ELPS), GT and content specific subjects. We also require a knowledge of commitment to the early exit plan for ELL learners. Due to our demographics we require staff investment in student learning and development with an understanding of working with students and parents in poverty situations. Team interviews are conducted in hiring and new staff members are involved in team planning days on common planning times, allowing for consistent support in planning instruction

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Williams Elementary goals are aligned with the Georgetown ISD goals. We are committed to working collaboratively in professional learning communities to ensure our students become life-long learners, prepared graduates and productive citizens in a dynamic, global society. Williams Elementary students will demonstrate increased academic exemplary performance through the design and delivery of a rigorous, technology rich curriculum. The Williams Elementary staff will study and implement “best practices” to provide the most effective curriculum and instruction to all students.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers use instruction that is aligned with state and district curriculum standards.

At Williams, we Met Standard in all areas.

19% of our students met the 2013 STAAR standard at a Level III Advanced level.

100% of our curriculum staff are trained in ELL strategies and use them for all learners in the classroom.

### **Curriculum, Instruction, and Assessment Needs**

Teachers need to receive continuous training on new curriculum standards. Based on assessments, students of concern should be taken through the specific RTI process, with specific targeted areas of intervention. Instruction should be high interest activities taught with rigor, depth and complexity.

Areas of needs are in Reading and Writing instruction in some of our subgroups and improving the rigor of our instruction in all areas to align with the rigor required on the STAAR assessment. This includes providing specific, research based intervention for some of our populations of subgroups, particularly or ELL and Special Education groups. We need to plan lessons that offer more opportunities for student engagement, the integration of technological resources, and the appropriate differentiation for student's various needs.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

One of our goals to increase parent involvement and decreasing the barrier between the school and parent is to implement increased communication strategies for better communication between us and our English speaking and Non-English speaking parents. Another goal is to increase the community in

### **Family and Community Involvement Strengths**

A plan is in place for consistent communication with parents, positive and for students of concern. Activities that encourage parent participation will be planned throughout the year. Parents are invited to participate in the Campus Improvement Planning process. Campus enews, newsletters, and Thursday folders will be used to inform parents of school events.

### **Family and Community Involvement Needs**

When possible, materials/presentations need to be translated to include our bilingual parents. Resources that support our families need to be in place, ie Backpack Buddies, Operation School Bell, Helping Hands, shot clinics when possible, counseling on community resources, etc.. In addition, one our our goals to increasing parental involvement and decreasing the barrier between the school and parent is to implement increased communication strategies for better communication between our us, our English speaking, and our Non-English speaking parents.

## **School Context and Organization**

### **School Context and Organization Summary**

Our teachers are divided into content based teams and grade level teams. Most of our teachers are departmentalized, teaching 2 of the four content areas. Teachers plan together in PLC groups on a weekly basis and also meet weekly as procedural

### **School Context and Organization Strengths**

Our plan is comprehensive and intense. 100% of our staff will be involved in the Campus Improvement Plan decision making as well as the implementation of our plan. Campus, district, federal and state funds will be effectively utilized to resource our actions in this plan. In addition, we strive for consistent professional development, leadership and staff commitments in order to complete our actions, reach our goals and ensure continued academic student improvement and success for every child.

### **School Context and Organization Needs**

Williams is a high needs campus requiring “creative scheduling” to meet the diversified needs of all the students. Intervention staff, sometimes beyond what’s provided, is needed.

Community perceptions are positive, but continuous training in addressing parent needs and concerns is always needed.

# **Technology**

## **Technology Summary**

Teachers will implement the GISD 3<sup>rd</sup>-5<sup>th</sup> Technology and Content instruction and processes. Students will be introduced to the 21st Century learning technology skills. Williams Elementary has one multi-class class computer lab available. Each teacher has a document camera as well as a teacher computer. We have are working on replacing our 15 student laptops and using these to create a second lab suitable for full class use. With beginning of the year purchases, all classroom teachers have access to a mimeo. The campus wishes to continue to add Ipads to grade level to create the ability for each classroom to have enough for small group lessons as well as supply Special programs such as SPED and GT.

## **Technology Strengths**

Teachers and students have access to varied technological resources for instruction, including mimeos, projectors, curriculum resources, e-readers in the library, and grade level sets of ipads. Training has been provided at the district and the campus level on proper implementation of the ipads and instructionally appropriate apps.

## **Technology Needs**

In response to our student population and to support curriculum and instruction there is a continuous need for additional equipment and training. All teachers and students need to have access to the same types if equipment (document cameras, smartboards, and curriculum programs, etc..). Last year, we began the acquisition of mimeos for all classroom teachers . This year we are focusing on the continuing to ensure that these are in each instructional classroom with a focus on 3rd grade, Special Education, and Special Area classrooms. We are continuing in the implementation of IPADs for student use.

# 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- PDAS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices






# Goals

**Goal 1: Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.**

**Performance Objective 1:** Williams Elementary students will score at the Satisfactory or Advanced Academic Performance level on the end of year STAAR assessment. This will be based on 100% of the students or the required improvement rate as determined by state assessments.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Conduct campus training for all instructional staff on increasing Rigor and Student Engagement in all content areas.</p>		Principal, applicable staff	Lesson Plans, attendance sheets for staff development, walkthroughs, articles for review in team meetings.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Implement the new Math and Science Curriculum with fidelity, providing training and support for teachers.</p>	2, 4	District, Administration, Classroom teachers	Lesson Plans, Walkthroughs				
Funding Sources: 211 Title I, Part A - \$300.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>3) Analyze 2014 STAAR data, TEKS, Readiness and Supporting standards through PLC communities to ensure aligned delivery of instruction with appropriate rigor, depth and complexity.</p>	1	Administration, teachers	PLC planning				
Funding Sources: 211 Title I, Part A - \$71.80							
<p>4) Provide school wide training of Response to Intervention to best serve all groups. Ensure appropriate documentation of student achievement for RTI.</p>	1, 4, 9	Principal, RTI Team, Title Staff and instructional staff	RTI meetings and documentation, data on student progress Meeting documentation				
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Provide specific, targeted, reading, math, writing and science instruction to assist struggling learners - (comprehension, math application and fluency, writing process and revising and editing, and science application).</p>	1, 2, 4	Principal All staff	TIER II and III intervention groups. intervention plans for struggling students created and reviewed regularly in RTI				
Funding Sources: 211 Title I, Part A - \$313.56, 211 Title I, Part A - \$5670.00							



<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>6) Provide professional development for staff in the core subject areas to increase knowledge and implementation of "best practices and research proven" instructional programs and strategies.</p>	1, 3, 4	Principal, Central Office Staff, teachers	Certificates/sign-in sheets of staff development, lesson plans				
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) 6) Increase the performance of SPED students on STAAR by at least 10% points in all content areas by providing quality Core 1 instruction and targeted and specific interventions.</p>	3, 9	Principal, SPED staff, classroom teachers	Walkthroughs, TIER data				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							


**Goal 1:** Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

**Performance Objective 2:** Increase by 20% the writing passing rate for ELL, Hispanic and Economically Disadvantaged students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Train staff in STAAR writing process and requirements and align instruction across grade levels.</p>	1, 2, 4	Principal, district training, consultants, and 4th grade team	Attendance at training, PLC planning, lesson plans and walkthroughs, student writing data				
Funding Sources: 211 Title I, Part A - \$723.35							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Train and implement district Early Exit strategies for Language Rich classrooms focusing on building academic vocabulary and sheltered instruction.</p>		Bilingual and ELL teachers, all staff, Administration	Campus walkthroughs, end of year STAAR results for ELL students				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							


**Goal 1:** Advanced Academic Performance and Prepared Graduates - All students will demonstrate advanced academic performance and will graduate prepared to transition into college and careers in a global economy.

**Performance Objective 3:** 90% of LEP students identified at Williams will advance one level in TELPAS and academic performance due to 100% staff implementation of the early exit program, Sheltered Instruction, and ELPS strategies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
1) Train and implement district Early Exit/ELL language plan and strategies for Language Rich classrooms focusing on building academic vocabulary, sheltered instruction, and the areas of listening, speaking, reading and writing.	1, 3	Bilingual and ELL teachers, all staff, Administration	Campus walkthroughs, end of year STAAR results for ELL students				
2) Provide Saturday School for ELL students needing extra support in core subject areas.		Elsa Romero, and willing teacher supporters.	Weekly attendance at Saturday school				
							

**Goal 2: All students will utilize a variety of media, information, and technology tools to foster collaboration and make contributions as effective citizens who are able to exhibit a range of 21st Century functional and critical thinking skills.**

**Performance Objective 1:** 100% staff will be trained in the the implementation of varied technological instructional tools and utilize these resources in the classroom. 100% of students will participate in the utilization of 21st Century technology applications. Campus will work to increase technological resources by 20%.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 1) Subscribe/renew technological resources including Tumblebooks, Worldbook online, etc.	9	Administration, Librarian, Team Leaders	PO's showing acquisition of technology resources.				
	Funding Sources: 211 Title I, Part A - \$299.40						
<b>Critical Success Factors</b> CSF 1 2) Promote the use of technology in core subject areas instruction and student application including Envision Math and Think Through Math, Discovery Ed and AHA Science, and Reading Street.	1	Administration, teachers, district teach staff	attendance at tech training, implementation of technology observed through lesson plans and walkthroughs				
	Funding Sources: 211 Title I, Part A - \$15282.00						
<b>Critical Success Factors</b> CSF 1 3) Build up campus technology resources, working toward long term goal of each classroom having update technological equipment, including mimeos, ipads, and mimeo vote systems.	1	Administration	PO's of purchased equipment				
	Funding Sources: 211 Title I, Part A - \$5491.79						
<b>Critical Success Factors</b> CSF 2 4) Complete district STAR chart		District Tech facilitator, teachers, principal	Completion of STAR chart component				
							

**Goal 3: Quality Staff All positions will be filled by highly qualified candidates/professionals.**

**Goal 4: Quality Learning Environments and Facilities GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.**

**Performance Objective 1:** 100% of staff and students will be involved in No Place for Hate and the Early Act First Knight to promote tolerance, positive character development and anti-bullying.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Process/systems will be developed to increase student attendance and wellness including documentation of tardies and absences, EAFK character education program and community support and resources provided to parents.</p>	1	Campus staff, Principal with Rotary club of Georgetown, Counselor and Nurse for community supports	Discipline reports, Attendance reports, Lesson plans and scheduled assemblies for character education implementation				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Continue to develop activities that encourage students to stay motivated to learn, develop personal connections to take ownership in the school (Choir, Garden Club, Science Fair, UIL, Safety Patrol, WATCHdogs, Book Clubs, Art and Music afterschool programs, Language and Enrichment programs during the day, and relevant field trips)</p>	1	Administration, club sponsors.	Communication with students and staff, club sign up of student participation				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Create a student committee group for No Place for Hate/ EAFK who will determine the campus three schoolwide events.</p>		Principal, Foundations Committee, 5th grade teachers	Meeting notes and agenda, completion of 3 activities				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Implement Standard Response Protocol for crisis and safety plan, training staff monthly on new terminology and procedures.</p>	1	Administration, all staff	Monthly safety drills,district/ campus safety plan				
Funding Sources: 211 Title I, Part A - \$403.90							

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Educate staff on availability and location of AED (Automatic External Defibrillator) and the use of EpiPens. Ensure competency of core group of staff in CPR.</p>		School Nurse	Training documentation, CPR trained staff				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 5: Positive Perceptions, Relationships, and Collaboration GISD will enhance and build positive perceptions, relationships, and collaboration among community and staff.**

**Performance Objective 1:** All parents will actively be involved in their child's education as documented through at least 75% participation at some parent event throughout the year and a 20% increase in PTA membership. The campus will provide 4 parent information nights throughout the 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Conduct beginning of the year Open House, Parent Academic Nights, and two Title Seminars (to include all students and subgroups, SPED, LEP At Risk, Economically Disadvantaged).</p>	1	Teachers, Title 1 staff, Principal	Sign in sheets				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Ensure communication of campus parent involvement activities through Thursday folders, School Messenger, campus newsletters (translated for bilingual parents), and displays on the marquis.</p>	1	Principal	Campus sign in sheets of parent participation at events				
Funding Sources: 211 Title I, Part A - \$200.00, 211 Title I, Part A - \$300.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Encourage 100% parent participation in PTA through beginning of the year membership drive and monthly PTA meetings.</p>		Principal, PTA president and members	PTA enrollment, newsletters, sign in sheets				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Provide various opportunities for staff to communicate with parents and provide information (conferences, RTI updates, phone calls, websites, newsletters, etc.)</p>	1	All staff	contact log, parent input surveys				
<p>5) Provide parents with outsider resources that support students in and out of school (Backpack Buddies, Helping Hands, Intervention services, Operation School Bell, Mentors, etc).</p>		Nurse, Counselor, Administration	Participation of parents and community members, volunteer hours				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Improve staff TEAMWORK, partnership, communication by regularly implementing staff team building activities</p>		<p>Wellness and Social Community, PTA, Administration</p>	<p>Social committee activities, PTA funds</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Increase volunteer involvement from community agencies by 20% to facilitate support for students success and parental involvement, such as through Southwestern and First United Methodist Church.</p>	<p>1, 6</p>	<p>Admin, Counselor, Nurse, Community Agencies</p>	<p>Students involved in Helping Hand tutors, increase volunteer hours</p>				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**Goal 6: Fiscal Accountability and Responsibility GISD will ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.**

## System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	5	Provide specific, targeted, reading, math, writing and science instruction to assist struggling learners - (comprehension, math application and fluency, writing process and revising and editing, and science application).
1	1	7	6) Increase the performance of SPED students on STAAR by at least 10% points in all content areas by providing quality Core 1 instruction and targeted and specific interventions.

## Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Seaoerch	211-11-6399-00-108-530-00	\$300.00
1	1	3		211-11-6399-00-108-530-00	\$71.80
1	1	5	Intervention resources for small group algebraic thinking, interventionist in fall	211-11-6399-00-108-530-00	\$313.56
1	1	5		211-11-6399-00-108-530-00	\$5,670.00
1	2	1	Writing resources (Empowering Writers)	211-11-6399-00-108-530-00	\$723.35
2	1	1	Funding	211-11-6399-00-108-530-00	\$299.40
2	1	2	Ipads, covers,	211-11-6399-00-108-530-00	\$15,282.00
2	1	3	laptops, mimeos, calculators	211-11-6399-00-108-530-00	\$5,491.79
4	1	4	walkies	211-11-6399-00-108-530-00	\$403.90
5	1	2	translation of parent resources	211-61-6299-00-108-530	\$200.00
5	1	2		211-11-6399-00-108-530-00	\$300.00
<b>Sub-Total</b>					\$29,055.80
<b>Grand Total</b>					\$29,055.80