

**Spring Branch Independent School District**  
**Cedar Brook Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

To instill in all students the desire to be lifelong learners and reach their individual potential.

## Vision

CBE will empower students to be life long learners so that every student achieves academic success and personal independence.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cedar Brook Elementary serves PK- 5th grade students. Cedar Brook's enrollment hovers around 650 students.

The student population is approximately: 4.78% African American, 87.16% Hispanic, 4.78% Anglo, and 1.34% Asian, 1.94% at Two-or-more ethnicities; 74.03% At risk; 74.33% Economically Disadvantaged, 62.24 % LEP, 5.22% GT, and 10.75% SPED.

### Demographics Strengths

CBE is a diverse school that welcomes students from all over SBISD. CBE we offers three different programs; Two-way Dual Langage (TWDL), One-Way Dual Language (OWDL) and Main Stream.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 74.33 % of our learners come from poverty, with 62.24% coming with limited English language proficiency. **Root Cause:** A high percentage of learners live in poverty with their primary language other than English.

# Student Learning

## Student Learning Summary

### STAAR Data:

2021-22: Reading: 71% (approaches), 44% (meets), 25% (masters); Math: 72% (approaches), 46% (meets), 21% (masters)

2020-21: Reading: 66% (approaches), 38% (meets), 21% (masters); Math: 66% (approaches), 40% (meets), 26% (masters)

### MAP Results:

Primary: 2021-22: Reading - 38% met CGI; Math - 65% met CGI (Baseline Year)

Intermediate: 2021-22: Reading - 62% met CGI; Math - 72% met CGI; 81% of STAAR Progress (Baseline Year)

### Running Record Data:

2021-22: Kindergarten 71 % On Grade Level or Above Grade Level; 1st Grade: 68% On Grade Level or Above Grade Level; 2nd Grade: 78% On Grade Level or Above Grade Level

2020-21: Kindergarten 70% On Grade Level or Above Grade Level; 1st Grade: 67% On Grade Level or Above Grade Level; 2nd Grade: 41% On Grade Level or Above Grade Level

## Student Learning Strengths

**2021-2022- CBE met standard overall.**

## Overall Accountability Rating - 87 / B

Student Achievement -74 / C

School Progress -89 / B

Closing the Gaps -82 / B

### Distinction Designations:

Comparative Closing the Gaps

Science

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** CBE is in pursuit of increasing scaled score on Student Achievement while continuing to close the achievement gap across all demographic groups as well as Special Education & African American students and between students who are economically disadvantaged. **Root Cause:** Students are below grade level. There is an enormous need to differentiate with more detail, expose students to grade level instruction and differentiate during small group instruction. There is a need to identify & teach essential standards to all students.

# School Processes & Programs

## School Processes & Programs Summary

CBE strives to hire the most qualified staff available. CBE will support and develop all staff members to provide the best possible instruction to all of our students.

New OWDL and TWDL teachers will receive training to support the dual language instruction in their classrooms.

In addition, we will continue to implement Opportunity Culture on our campus. Two experienced teachers from within CBE were hired to support our primary and intermediate students and teachers. One MCL will work with the primary grades and the other will work with the intermediate grades. End of year data will be used to determine where each MCL will focus at the beginning of the school year.

As a part of Opportunity Culture, a Digital Lab Monitor position has been created for the new school year. Our Digital Lab Monitor will supervise all digital learning in our new computer lab and ensure a productive learning environment. Students will be able to personalize their own learning as they navigate through different platforms.

We have two interventionists that support students during our school-wide intervention time.

Another way to ensure staff quality, recruitment, and retention for CBE is, by functioning as a Professional Learning Community. Teachers will participate in collaborative planning meetings in all grade levels. CBE is committed to establish a culture of collaboration; thus achieving our collective purpose of learning for all. Administrators will coach teachers by providing formal and informal instructional feedback in order to build teacher capacity and overall grow instructional practices.

Also, all new teachers will receive additional support through a mentor/buddy program who will ensure new members of our team feel supported, equipped and encouraged. At CBE every new teacher is paired up with a mentor teacher or a buddy teacher. If the new teacher is brand new to the profession they have a mentor teacher to help guide them through their first year and if they are just new to CBE or district they have a buddy teacher. Lead mentors help the mentor and buddy teachers be the best mentors they can be to these new teachers so that they feel prepared and successful for the school year. Monthly meetings with the mentors are held to address any questions or concerns the new teachers may have and make sure that all mentors are up to date with any school events coming up, due dates or any other information they need to relay to the new teachers.

CBE staff members have completed GT initial hours and required update.

All OWDL and TWDL teachers have and will continue to participate in ongoing staff development sessions to strengthen our Dual language program. Staff strengths include flexibility, collaboration, responsiveness, and devotion to our students. Implementation and receptiveness to collaborative planning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Balance the need of the "whole child". Provide a solid academic foundation while still providing social/emotional pieces that are essential with limited time and competing priorities. Provide personalized learning- differentiate Tier I & Tier II instruction- Being open and receptive to new learning. Professional Learning Communities must be committed to continuous cycles of improvement. **Root Cause:** Time constraints and competing priorities that decrease focus on solid Tier I & Tier II instruction for all students.

**Problem Statement 2:** Interventionists serving as classroom teacher, thus not being able to conduct intervention. Resource teachers have big groups and are not able to support students more than what is required. **Root Cause:** Shortage of certified bilingual & Sped teachers.



# Perceptions

## Perceptions Summary

Our campus Mission is to instill in all students the desire to be lifelong learners and reach their individual potential. CBE's Vision is to empower students to be life long learners so that every student achieves academic success and personal independence.

In the 2020-21 school year, the campus Guiding Coalition developed and refined our Collective Commitments around building a collaborative culture, focusing on learning, and sustaining a results orientation. Last year, the campus began intentional work around building a culture of professional learning and collaboration that was facilitated by members of the campus instructional leadership team.

**Parent-School-Student Compact** was shared during Open House and additional parent meetings throughout the year.

In addition, our Guiding Coalition makes campus decisions based on data and collaborates with our Campus Improvement team.

## Perceptions Strengths

Our school's mission and vision are at the forefront when making campus decisions. Our Guiding Coalition makes campus decisions based on data and collaborates with our Campus Improvement team.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Implementation of PBIS to support students and overall decrease student discipline. Promote unity using a common language and expectations that creates and leads to a safe, positive, welcoming and inclusive environment for all members of our community. **Root Cause:** Increase of student discipline and behavior incidents.

# Priority Problem Statements

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Cedar Brook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2023, Cedar Brook Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).

2021-22: Reading: 71% (approaches), 44% (meets), 25% (masters); Math: 72% (approaches), 46% (meets), 21% (masters)





2020-21: Reading: 66% (approaches), 38% (meets), 21% (masters); Math: 66% (approaches), 40% (meets), 26% (masters)

**Evaluation Data Sources:** State Accountability Report Domain 1 (available in mid-August)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus -wide intervention groups: Grade level teams in all grade levels will small groups across grade levels according to data from a variety of sources in reading and math: MAP, STAAR, reading levels, DRA/EDL, OS, small group anecdotal data and formative assessments. Purchase of technology software and technology devices to support intervention. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (STAAR, MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math. <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs  <b>Funding Sources:</b> Technology Software - 211 - Title I, Part A - 211.11.6397 - \$8,375, Technology Equipment - 211 - Title I, Part A - 211.11.6398 - \$3,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CBE will implement Units of Study-Teachers College in all grade levels (except Pre-K). <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (MAP, running records, reading levels across all subgroups). Small group records reflecting variable, differentiated groups in reading. <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs  <b>Funding Sources:</b> Teachers College- Phonics Mascots - 211 - Title I, Part A - 211.11.6399 - \$400	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TWDL Content and Language Allocation Implementation: CBE will work with Multilingual department to ensure our TWDL program is meeting the needs of all of our students and providing alignment across all grade levels in Math. We continue to strengthen and support our Dual language programs through professional development. School-wide implementation of the CBE Dual Language Non Negotiables. <b>Strategy's Expected Result/Impact:</b> Consistency and alignment across the TWDL program <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Technology lab will be added to the specials rotation so that students are exposed to software and technology tools. <b>Strategy's Expected Result/Impact:</b> Use software and technology tools to ensure college and career readiness. <b>Staff Responsible for Monitoring:</b> Digital Lab monitor Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum <b>Funding Sources:</b> Support Personal - 211 - Title I, Part A - 211.11.6129 - \$10,448.20	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> CBE teachers will participate in Texas Reading Academy grades K-3 to implement and support students with literacy development. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (MAP, running records, reading levels across all subgroups). Small group records reflecting variable, differentiated groups in reading <b>Staff Responsible for Monitoring:</b> K-3 Teachers MCL Interventionists LIS Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> After school Tutorials will be conducted. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative. Meet HB4545 requirements for intermediate grade levels. <b>Staff Responsible for Monitoring:</b> Teachers MCL Interventionists Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Extra Duty Professional - 211 - Title I, Part A - 211.11.6116 - \$10,000		Formative			Summative
		Oct	Jan	Apr	June

Strategy 7 Details		Reviews			
<b>Strategy 7:</b> After school programs and activities. <b>Strategy's Expected Result/Impact:</b> Overall increase in student achievement and school belonging. <b>Staff Responsible for Monitoring:</b> Teachers MCL Interventionists Administration  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Extra Duty Para Professional - 211 - Title I, Part A - 211.11.6121 - \$1,500		Formative			Summative
		Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 1: STUDENT ACHIEVEMENT.** Cedar Brook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2023, Cedar Brook Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 5 percentage points or  $\geq$  to 85%.

2021-22: Kindergarten 71% On/Above Grade Level; 1st Grade: 68% On/Above Grade Level; 2nd Grade: 78% On/Above Grade Level

2020-21: Kindergarten 70% On/Above Grade Level; 1st Grade: 67% On/Above Grade Level; 2nd Grade: 41% On/Above Grade Level





**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use data to differentiate instruction and pull instructional reading groups. <b>Strategy's Expected Result/Impact:</b> Increase the number of students reading at or above grade level. <b>Staff Responsible for Monitoring:</b> Teachers MCL'S LIS Interventionists Administrators Kinder Paraprofessionals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers in grades K, 1st, and 2nd grade will receive phonics professional development. Teachers will implement phonics instructional practices daily to support and provide students with a strong literacy foundation. <b>Strategy's Expected Result/Impact:</b> Build teacher capacity around phonics instruction and increase student reading levels. <b>Staff Responsible for Monitoring:</b> Teachers MCL'S LIS Interventionists Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train and implement Massive Practice to support students that are reading below level J. <b>Strategy's Expected Result/Impact:</b> Increase student reading levels. <b>Staff Responsible for Monitoring:</b> Teachers MCL'S LIS Interventionists Administrators ELL Paraprofessional  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers grade levels K-3 will participate in Reading Academy to support literacy development. <b>Strategy's Expected Result/Impact:</b> Increase reading levels, phonological awareness and language development. <b>Staff Responsible for Monitoring:</b> Teachers K-3 Interventionist MCL Administration LIS  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Kinder teachers will analyze TX-KEA data and conduct targeted whole group and small groups lessons. <b>Strategy's Expected Result/Impact:</b> Increase reading levels, phonological awareness and language development. <b>Staff Responsible for Monitoring:</b> K Teachers Interventionist MCL Administration LIS  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Intervention Specialists will provide small group instruction, modeling, coaching, and co-teach opportunities for teachers. <b>Strategy's Expected Result/Impact:</b> Overall improvement in student performance and build teacher capacity. <b>Staff Responsible for Monitoring:</b> Teachers Interventionists Administrators  <b>Funding Sources:</b> Professional Salary - 211 - Title I, Part A - 211.11.6119 - \$88,422.92	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Tutors will be used during the day to support teachers and students with instruction. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative. <b>Staff Responsible for Monitoring:</b> Administrators MCLs  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> Professional Salary - 211 - Title I, Part A - 211.11.6119 - \$5,683.95	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Cedar Brook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES):** By June 2023, Cedar Brook Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or  $\geq$  to 85%.

2021-22: Reading - 38% met CGI; Math - 65% met CGI (Baseline Year)

**Evaluation Data Sources:** BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborative Planning meetings will be conducted every two weeks to review data, plan units of instruction using the Proficiency Scales, identify Essential Standards and create rigorous common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (STAAR, MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation.</p> <p>Overall increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Monitor progress of students from the previous academic year ("Watch list" ) and provide remediation through instructional practices and supplemental materials. CBE will actively monitor student progress through Collaborative Planning Meetings and other data meetings. Students will receive grade level instruction that targets specific essential standards. Small group/intervention time will be implemented to narrow learning gaps in All students. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Increased student literacy Personalized Learning: Rigor, Data, Voice, and Agency. Small group records reflecting variable, differentiated groups in reading and math <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs  <b>Title I:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Flexible student groups within teams (Intervention groups): Grade Level teams in all grade levels will plan to pull small groups across their grade levels according to data from a variety of sources in reading and math: MAP, STAAR, DRA/EDL, OS, small group anecdotal data and formative assessments. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (STAAR,MAP, and PSA data) across all subgroups. Feedback from staff and students in relationship to rigor and differentiation. Small group records reflecting variable, differentiated groups in reading and math. <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4: RESPONSIVE TEACHING PRACTICES:</b> Using formative assessment practices, teachers will plan instruction, design formative assessments and responses to possible outcomes of these assessments in advance of teaching so that they can respond quickly to student misunderstandings. <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups. Increased student agency. Evidence of stronger differentiation for all students. <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5: SMALL GROUP PLANNING:</b> CBE will focus on small group planning to allow for proper differentiation for all students. MCLs and grade level teams will plan small group collaboratively using anecdotal records, formative and summative assessment data, student work, campus resources and best practices to delineate small group teaching points and plans and differentiated workstations. <b>Strategy's Expected Result/Impact:</b> Quality Small Group Plans and Anecdotal Records Minutes of Meetings. <b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Lead Interventionist MCLs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers, administrators, counselor, students and staff will be provided with materials, resources, and staff development to meet or exceed growth expectations. Teachers and administrators will participate in professional development (lead4ward/lead4ward learning series) , conferences, and webinars. Substitutes will be provided in some cases during staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). Computer software will be purchased and implemented in all grade levels in order to drive instruction and support students reading and comprehension levels. Purchase guided reading materials, Student workbooks, consumables, books, Teachers College Reading and Writing Project (TCRWP) materials, computer software, resources, instructional books for teachers,	Formative			Summative
	Oct	Jan	Apr	June

technology equipment and materials to support student needs.

**Strategy's Expected Result/Impact:** Improvement in student performance data both formative and summative (STAAR, MAP and PSA data) across all subgroups.

**Staff Responsible for Monitoring:** Admin, Teachers

Lead

Interventionist

MCLs

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy**

**Funding Sources:** Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings). - 211 - Title I, Part A - 211.11.6112 - \$2,450, Reading materials-Teachers - 211 - Title I, Part A - 211.13.6329 - \$3,655, Supplies & materials - 211 - Title I, Part A - 211.11.6399 - \$73,612.93, Webinars for Teachers - 211 - Title I, Part A - 211.13.6499 - \$0, Webinars for Administrators - 211 - Title I, Part A - 211.23.6499 - \$490, Teacher Staff development- Region IV - 211 - Title I, Part A - 211.13.6239 - \$75, Admin Staff development- Region IV - 211 - Title I, Part A - 211.23.6239 - \$75, Reading materials - 211 - Title I, Part A - 211.11.6329 - \$25,948, Reading materials-Admin - 211 - Title I, Part A - 211.23.6329 - \$0, Employee Travel (Teacher) - 211 - Title I, Part A - 211.13.6411 - \$0, Employee Travel (Principal) - 211 - Title I, Part A - 211.23.6411 - \$0, Contracted Maintenance repairs - 199 PIC 11 - Instructional Services - 199.11.6249 - \$690, Miscellaneous contracted services - 199 PIC 11 - Instructional Services - 199.11.6299 - \$1,500, Textbooks - 199 PIC 11 - Instructional Services - 199.11.6321 - \$200, Reading Materials - 199 PIC 30 - At Risk School Wide SCE - 199.11.6329 - \$4,850, Reading Materials - 199 PIC 99 - Undistributed - 199.12.6329 - \$500, Software - 199 PIC 11 - Instructional Services - 199.11.6397 - \$1,200, Supplies & materials - 199 PIC 11 - Instructional Services - 199.11.6399 - \$14,695, General Supplies - 199 PIC 23 - Special Education - 199.11.6399 - \$300, General Supplies - 199 PIC 25 - ESL/Bilingual - 199.11.6399 - \$8,020, General Supplies - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399 - \$4,850, General Supplies - 199 PIC 99 - Undistributed - 199.12.6399 - \$500, General Supplies Office - 199 PIC 99 - Undistributed - 199.23.6399 - \$2,500, General Supplies-Nurse - 199 PIC 99 - Undistributed - 199.33.6399 - \$3,000, Technology Equipment - 211 - Title I, Part A - 211.11.6398 - \$3,214, Technology Equipment - 199 PIC 11 - Instructional Services - 199.11.6398 - \$3,000, Substitutes - 199 PIC 11 - Instructional Services - 199.11.6112 - \$1,000, Substitutes support staff - 199 PIC 11 - Instructional Services - 199.11.6122 - \$3,000, Substitutes support Staff - 199 PIC 23 - Special Education - 199.11.6122 - \$920, Other Reading Materials - 199 PIC 11 - Instructional Services - 199.11.6329 - \$1,000, Travel Employee - 199 PIC 99 - Undistributed - 199.23.6411 - \$1,000, Miscellanies Operating Expense - 199 PIC 99 - Undistributed - 199.23.6499 - \$4,000, Misc. Contract Services - 211 - Title I, Part A - 211.13.6299 - \$13,000, Misc. Contract Services - 211 - Title I, Part A - 211.11.6299 - \$18,740, Misc. Operating expenses webinars - 211 - Title I, Part A - 211.31.6499 - \$1,000, Extra Duty Professional - 211 - Title I, Part A - 211.31.6116 - \$300, Region IV Services - 199 PIC 99 - Undistributed - 199.13.6239 - \$200, Travel Employee - 199 PIC 99 - Undistributed - 199.13.6411 - \$2,000, Supplies Counselor - 199 PIC 99 - Undistributed - 199.31.6399 - \$300, Security & monitoring services - 199 PIC 99 - Undistributed - 199.52.6399 - \$1,000, Travel Student - 199 PIC 11 - Instructional Services - 199.11.6412 - \$1,500, Student

<p>Transportation - 199 PIC 11 - Instructional Services - 199.11.6494 - \$1,500, misc. Operating Expenses - 199 PIC 11 - Instructional Services - 199.11.6499 - \$500</p>				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> CBE students will attend study trips that are aligned with the content area TEKS and objectives for improving reading levels and learning across the content areas. Students will be able to show what they have learned from a study trip by creating a product that could be literacy based and involve writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Team leaders Teachers Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Admission for study trips - 211 - Title I, Part A - 211.11.6412 - \$6,000, Transportation for study trips - 211 - Title I, Part A - 211.11.6494 - \$6,000, Substitute Teachers - 199 PIC 11 - Instructional Services - 199.11.6112, Substitute Teachers &amp; Support Personal - 199 PIC 99 - Undistributed - 199.23.6122 - \$490, Student Travel - 199 PIC 11 - Instructional Services - 199.11.6412 - \$1,500, Student Transportation - 199 PIC 11 - Instructional Services - 199.11.6494 - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				





**Goal 1: STUDENT ACHIEVEMENT.** Cedar Brook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES):** By June 2023, Cedar Brook Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5 % points year over year on STAAR Progress.

2021-22: Reading - 62% met CGI; Math - 72% met CGI; 81% of STAAR Progress (Baseline Year)

**Evaluation Data Sources:** BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus wide intervention- "Bulldog Time" <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative. Meet HB4545 requirement for intermediate grade levels. <b>Staff Responsible for Monitoring:</b> Teachers Administrator MCL LIS MIS  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 1: STUDENT ACHIEVEMENT.** Cedar Brook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or  $\geq$  to 80%.

2021-22: TELPAS Progress Rate 52% (Based on completed TELPAS administrations in both 2021 and 2022.)





**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in trainings from the Multilingual department. Teachers will implement instructional practices shared during trainings. <b>Strategy's Expected Result/Impact:</b> Increase percentage of students reclassification data/ Overall student growth <b>Staff Responsible for Monitoring:</b> Teachers Administrators Team leaders  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Participate in trainings from the Multilingual department. Teachers will implement instructional practices shared during trainings. Teachers will implement strategies learned through the reading academy during the ELD block for grades K-2 and embed in all content instruction in grades 3-5. Resources will be purchased to support instruction. <b>Strategy's Expected Result/Impact:</b> Increase students reclassification percentage / Overall student growth <b>Staff Responsible for Monitoring:</b> Teachers Administration Team Leaders	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2: STUDENT SUPPORT.** Cedar Brook Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1: INTERVENTIONS:** By June 2023, Cedar Brook Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

**Evaluation Data Sources:** PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School wide intervention- "Bulldog Time". <b>Strategy's Expected Result/Impact:</b> Improvement in student performance data both formative and summative. Increase in reading levels and math MAP scores. <b>Staff Responsible for Monitoring:</b> All staff including teachers, MCLs, Interventionist, Administrators.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: STUDENT SUPPORT.** Cedar Brook Elementary School students will benefit from multi-tiered systems of support.





**Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2023, Cedar Brook Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation PBIS & Project Class school-wide. <b>Strategy's Expected Result/Impact:</b> Increase sense of belonging and student pride. Decrease in student discipline. <b>Staff Responsible for Monitoring:</b> Teachers PBIS Committee Administration,  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Partnership with Community In Schools with the focus of parent educational classes that support student academics, social emotional development, educate parents, and foster home and school connections. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement, foster home and school connections, build positive relationships, and overall enhance sense of belonging and student pride. <b>Staff Responsible for Monitoring:</b> CIS ADMIN Teachers Parents Community  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Supplies & Materials - 211 - Title I, Part A - 211.61.6399 - \$1,310, Misc. Operating Expenses - 211 - Title I, Part A - 211.61.6499 - \$600, Other Reading Materials - 211 - Title I, Part A - 211.61.6329 - \$1,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implementation of school-wide Community Circles. <b>Strategy's Expected Result/Impact:</b> Increase in school connectedness and positive student teacher relationships. Increase sense of belonging and student pride. <b>Staff Responsible for Monitoring:</b> Teachers PBIS Committee Administration		Formative			Summative
		Oct	Jan	Apr	June





Strategy 4 Details		Reviews			
<b>Strategy 4:</b> School counselor will plan and carry out Red Ribbon Week and GenTX week experiences. <b>Strategy's Expected Result/Impact:</b> Increased student engagement Increased sense of belonging <b>Staff Responsible for Monitoring:</b> Admin Counselor  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> CSHAC: Committee engages the staff and community through: Health Fair and Employee on site vaccination day. <b>Strategy's Expected Result/Impact:</b> Increase community involvement and relationships and foster health awareness. <b>Staff Responsible for Monitoring:</b> Admin CSHAC Committee  <b>Title I:</b> 2.6, 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Enrichment Program will be offered to students during the summer.  Payroll for teachers, support staff, and substitutes. Purchase of materials and resources. Computer software, technology equipment, guided reading materials, student workbooks, consumables, books, instructional books for teachers, and materials to support student needs. Transportation and operating expenses will during summer enrichment. <b>Strategy's Expected Result/Impact:</b> Expose students to enrichment activities that will promote college and career readiness. Overall increase in student achievement. <b>Staff Responsible for Monitoring:</b> Admin Teachers Enrichment Program Coordinator  <b>Funding Sources:</b> Extra Duty Pay - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116 - \$56,690, Supply/Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399 - \$4,410, Transportation - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6494 - \$5,000, MISC OPERATING EXPENSE - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6499 - \$1,200, MISC OPERATING EXPENSE - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6499 - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Partnership with the Children's Museum- CBE will offer Family Learning Nights focused on Math, Reading and other content areas.  <b>Strategy's Expected Result/Impact:</b> Increase community involvement and support our Campus and District priorities/ goals. <b>Staff Responsible for Monitoring:</b> Admin CIS Teachers  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 <b>Funding Sources:</b> Misc. Contract Services - 211 - Title I, Part A - 211.11.6299 - \$5,700	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3: SAFE SCHOOLS.** Cedar Brook Elementary School will ensure a safe and orderly environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.





**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish Safety Committee <b>Strategy's Expected Result/Impact:</b> Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of PBIS & Project Class school-wide <b>Strategy's Expected Result/Impact:</b> Increase sense of belonging, student pride and student engagement. Decrease in student discipline. <b>Staff Responsible for Monitoring:</b> Teachers PBIS Committee Administration  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3: SAFE SCHOOLS.** Cedar Brook Elementary School will ensure a safe and orderly environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee





Strategy 1 Details	Reviews			
<b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit. <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 3: SAFE SCHOOLS.** Cedar Brook Elementary School will ensure a safe and orderly environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

Strategy 1 Details	Reviews			
<b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. <b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: FISCAL RESPONSIBILITY.** Cedar Brook Elementary School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with Campus Improvement Team regarding budget allocations. <b>Strategy's Expected Result/Impact:</b> Expenditures reflect the needs of the campus. <b>Staff Responsible for Monitoring:</b> Admin Administrative Assistant CIT Committee members Title I Coordinator  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Contracted Maintenance repairs	199.11.6249	\$690.00
1	3	6	Textbooks	199.11.6321	\$200.00
1	3	6	Other Reading Materials	199.11.6329	\$1,000.00
1	3	6	Software	199.11.6397	\$1,200.00
1	3	6	Substitutes	199.11.6112	\$1,000.00
1	3	6	Supplies & materials	199.11.6399	\$14,695.00
1	3	6	Travel Student	199.11.6412	\$1,500.00
1	3	6	Substitutes support staff	199.11.6122	\$3,000.00
1	3	6	Student Transportation	199.11.6494	\$1,500.00
1	3	6	misc. Operating Expenses	199.11.6499	\$500.00
1	3	6	Technology Equipment	199.11.6398	\$3,000.00
1	3	6	Miscellaneous contracted services	199.11.6299	\$1,500.00
1	3	7	Substitute Teachers	199.11.6112	\$0.00
1	3	7	Student Travel	199.11.6412	\$1,500.00
1	3	7	Student Transportation	199.11.6494	\$1,500.00
Sub-Total					\$32,785.00
Budgeted Fund Source Amount					\$32,785.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	General Supplies	199.11.6399	\$300.00
1	3	6	Substitutes support Staff	199.11.6122	\$920.00
Sub-Total					\$1,220.00
Budgeted Fund Source Amount					\$1,220.00
+/- Difference					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	General Supplies	199.11.6399	\$8,020.00
Sub-Total					\$8,020.00
Budgeted Fund Source Amount					\$8,020.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	General Supplies	199.11.6399	\$4,850.00
1	3	6	Reading Materials	199.11.6329	\$4,850.00
Sub-Total					\$9,700.00
Budgeted Fund Source Amount					\$9,700.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Miscellanies Operating Expense	199.23.6499	\$4,000.00
1	3	6	General Supplies	199.12.6399	\$500.00
1	3	6	General Supplies Office	199.23.6399	\$2,500.00
1	3	6	General Supplies-Nurse	199.33.6399	\$3,000.00
1	3	6	Region IV Services	199.13.6239	\$200.00
1	3	6	Reading Materials	199.12.6329	\$500.00
1	3	6	Security & monitoring services	199.52.6399	\$1,000.00
1	3	6	Supplies Counselor	199.31.6399	\$300.00
1	3	6	Travel Employee	199.13.6411	\$2,000.00
1	3	6	Travel Employee	199.23.6411	\$1,000.00
1	3	7	Substitute Teachers & Support Personal	199.23.6122	\$490.00
Sub-Total					\$15,490.00
Budgeted Fund Source Amount					\$15,490.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Software	211.11.6397	\$8,375.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Equipment	211.11.6398	\$3,000.00
1	1	2	Teachers College- Phonics Mascots	211.11.6399	\$400.00
1	1	4	Support Personal	211.11.6129	\$10,448.20
1	1	6	Extra Duty Professional	211.11.6116	\$10,000.00
1	1	7	Extra Duty Para Professional	211.11.6121	\$1,500.00
1	2	6	Professional Salary	211.11.6119	\$88,422.92
1	2	7	Professional Salary	211.11.6119	\$5,683.95
1	3	6	Supplies & materials	211.11.6399	\$73,612.93
1	3	6	Extra Duty Professional	211.31.6116	\$300.00
1	3	6	Admin Staff development- Region IV	211.23.6239	\$75.00
1	3	6	Employee Travel (Teacher)	211.13.6411	\$0.00
1	3	6	Reading materials-Admin	211.23.6329	\$0.00
1	3	6	Reading materials	211.11.6329	\$25,948.00
1	3	6	Misc. Contract Services	211.11.6299	\$18,740.00
1	3	6	Teacher Staff development- Region IV	211.13.6239	\$75.00
1	3	6	Employee Travel (Principal)	211.23.6411	\$0.00
1	3	6	Webinars for Administrators	211.23.6499	\$490.00
1	3	6	Misc. Contract Services	211.13.6299	\$13,000.00
1	3	6	Technology Equipment	211.11.6398	\$3,214.00
1	3	6	Webinars for Teachers	211.13.6499	\$0.00
1	3	6	Substitutes for staff development, for teacher conferences, and teacher planning time (Collaborative Planning meetings).	211.11.6112	\$2,450.00
1	3	6	Reading materials-Teachers	211.13.6329	\$3,655.00
1	3	6	Misc. Operating expenses webinars	211.31.6499	\$1,000.00
1	3	7	Admission for study trips	211.11.6412	\$6,000.00
1	3	7	Transportation for study trips	211.11.6494	\$6,000.00
2	2	2	Supplies & Materials	211.61.6399	\$1,310.00
2	2	2	Misc. Operating Expenses	211.61.6499	\$600.00
2	2	2	Other Reading Materials	211.61.6329	\$1,000.00
2	2	7	Misc. Contract Services	211.11.6299	\$5,700.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$291,000.00
Budgeted Fund Source Amount					\$291,000.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	MISC OPERATING EXPENSE	282.61.6499	\$500.00
2	2	6	MISC OPERATING EXPENSE	282.11.6499	\$1,200.00
2	2	6	Supply/Materials	282.11.6399	\$4,410.00
2	2	6	Extra Duty Pay	282.11.6116	\$56,690.00
2	2	6	Transportation	282.11.6494	\$5,000.00
Sub-Total					\$67,800.00
Budgeted Fund Source Amount					\$117,034.00
+/- Difference					\$49,234.00
Grand Total Budgeted					\$475,249.00
Grand Total Spent					\$426,015.00
+/- Difference					\$49,234.00