

Victoria Independent School District
Rowland Elementary
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowland serves 468 students EE-5th grade. 88.5% of our students are economically disadvantaged and our campus receives free breakfast for all students. Our student mobility rate is 22.3% and 12.6% of our students are served by special education. Our attendance rate for 2017-18 was 95.3%.

Demographics Strengths

Through careful study and tracking of student data, students are being properly identified for special programs such as special education and gift and talented. We have seen a steady increase in both programs over the last 4 years. We maintained our retention rate of professional staff this year, with 84% returning in the Fall. 94% of paraprofessional staff will be returning next year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance decreased from 96.4% in 2016-17 to 95.3% in 2017-18. **Root Cause:** Sufficient measures have not been put in place to educate and/or motivate parents regarding the importance of good attendance.

Student Academic Achievement

Student Academic Achievement Summary

Overall, our campus had a 63% pass rate at the approaches level on the Reading STAAR. 68% of students in 4th/5th grade met or exceeded the progress measure in reading. In Math, 58% of students met standard at the approaches level, which is a 2% decrease from last year, but 66% met or exceeded the progress measure in math, which is a 14% increase from last year. On the writing STAAR, 49% of students met standard at the approaches level and 72% of students met standard at the approaches level on the Science STAAR.

Student Academic Achievement Strengths

Overall Reading STAAR scores improved by 5%, from 59% in 2016-17 to 64% in 2017-18. We had a 7% gain in the percent of students meeting the progress measure in reading, from 61% to 67%. We had a 14% increase in the percent of students meeting the progress measure in math, from 52% to 66%. Writing scores increased by 3% from last year and science scores increased by 10%.

According to ISIP, we have increased the percentage of PK-5th grade students reading on Tier I by 15%, from 45% in September, to 60% in May. 73% of students met their personal aim line in May, which was a 10% gain from September.

According to TTM, we have increased the percent of students performing at the "basic" or "proficient" level by 30%, ending the year with 64% performing at basic or above compared to 34% at the beginning of the year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On the math STAAR, 58% of students met standard at the approaches level, which is a 2% decrease from last year; 26% of students performed at the Meets level in Math. **Root Cause:** Students continue to come with academic gaps that make it difficult to be successful on grade level material.

Problem Statement 2: On the writing STAAR, 49% of students met standard at the Approaches level and 24% performed at the Meets level. **Root Cause:** Teachers need more training and resources on how to teach writing structures, including the grammar component.

Problem Statement 3: 60% of students ended the year reading on grade level according to ISIP. **Root Cause:** Students continue to come with academic gaps that make it difficult to be successful on grade level material.

Problem Statement 4: On the Reading STAAR, 63% met standard at the Approaches level and 27% performed at the Meets standard level. **Root Cause:** Students continue to come with academic gaps that make it difficult to be successful on grade level material.

School Processes & Programs

School Processes & Programs Summary

We have created a master schedule that allows time for student intervention, teacher collaboration, and mentor coaching. An additional staff member is assigned to assist teachers 30 minutes daily during the designated intervention time. Instructional coaches facilitate PLCs weekly during scheduled grade level meetings. There is a lead teacher in every grade level who observes, models, and provides feedback during weekly scheduled coaching times. Every student in grades K-5 tracks their own learning using Quality Tools. Teachers and students set goals for student learning and monitor progress monthly through conferencing. Students track data on reading, math, and attendance goals, and share data at Student-Led Conferences with their parents. All campus initiatives are systematically analyzed to determine professional development needed, support required, and method of monitoring. School wide behavior systems have been established, maintained and reinforced.

School Processes & Programs Strengths

Implementing a coaching model has added a layer of support for new teachers and new to campus/grade level teachers. This accelerates teacher growth which prevents us from losing instructional momentum. The model fosters peer collaboration and support and teachers growing professionally with one another. When students set goals and monitor their growth towards that goal it empowers them to be leaders of their learning. The culture at Rowland is such that students know what the expectations are and that they will be held accountable for both behavior and academics.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2017-18, 21 students had chronic disruptive behaviors that interrupted the learning environment. 71% (15/21) of these students were new to Rowland. **Root Cause:** Sufficient measures have not been put in place to remediate persistent mis-behaviors.

Perceptions

Perceptions Summary

We believe that our students deserve our best every day. School should be a place that is welcoming and safe. Students are greeted the moment they step foot on the campus. Staff opens the car doors for students upon arrival, greets them with a handshake or a hug as they enter the building, and then again at their classroom door. Parents have multiple opportunities to engage with the school, both socially and academically. Socially, we invite parents to come celebrate events such as Grandparents Day, Thanksgiving, Pumpkin Blaze, Movie Night, etc. Academically, parents are encouraged to attend informational events which equip them with strategies for helping their children succeed at school. Examples of these events are Science Night, Reading Night, and Spectacular Race. We are a data driven campus where instruction is individualized to meet students where they are and push them to reach their potential.

Perceptions Strengths

Rowland has been a TEA Met Standard campus for the past two years, when it historically has been a low performing campus. Parents have confidence that the staff is highly qualified and that their children are receiving a quality education. Visitors, new staff, and parents have complimented Rowland on its welcoming atmosphere. High expectations are set for students, and students are willing to rise to the occasion because of the relationships they have with adults in the building.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Annual Goals

Annual Goal 1: 31% of students in grades 3-5 will perform at the Meets level on the 2018-19 Math STAAR.

Quarterly Goal 1: 70% of students in grades 3-5 will pass a minimum of 7 Imagine Math lessons by Oct. 18, 2018.





Quarterly Review 1: Significant progress made toward meeting Quarterly Goal









Quarterly Goal 2: 70% of students in grades 3-5 will pass a minimum of 15 Imagine Math lessons by Dec. 19, 2018.

Quarterly Goal 3: 70% of students in grades 3-5 will pass a minimum of 23 Imagine Math lessons by Mar. 7, 2019.

Quarterly Goal 4: 70% of students in grades 3-5 will pass a minimum of 30 Imagine Math lessons by April 5, 2019.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 1) We will identify and track student performance on focal points/computation targets in Formative Loop each nine weeks in grades 2-5.	2.4	Teachers and ICs	Monitoring and increasing student computation fluency will positively impact overall math problem solving.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 25041.50							
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 2) In 4th and 5th grade math classes, we will have an SLO focus on math computation fluency. We will track multiplication and division fluency each 9 weeks using Formative Loop as our measure.	2.4	4th and 5th grade Teachers, ICs	Monitoring and increasing student computation fluency will positively impact overall math problem solving.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 0.00							

<p>3) ICs will provide Professional Development during PLCs on Number Talks and Focal Points during Stations. The Leadership Team will follow-up with observations and coaching.</p>	<p>2.5</p>	<p>Teachers, ICs, Admin.</p>	<p>Providing teachers will professional development and reflective feedback, will increase teacher knowledge which will improve their craft and will foster numeracy discussions among teachers and students. Being intentional with our planning for math stations, will increase student achievement in math.</p>				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 43805.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 5</p> <p>4) Secure training with Garland Linkenhoger and send teachers to training at Region 3.</p>	<p>2.5</p>	<p>ICs</p>	<p>Providing teachers will professional development and reflective feedback, will increase teacher knowledge which will improve their craft and will foster numeracy discussions among teachers and students. Being intentional with our planning for math stations, will increase student achievement in math.</p>				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 3000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

<p>Student Academic Achievement</p> <p>Problem Statement 1: On the math STAAR, 58% of students met standard at the approaches level, which is a 2% decrease from last year; 26% of students performed at the Meets level in Math. Root Cause 1: Students continue to come with academic gaps that make it difficult to be successful on grade level material.</p>
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Annual Goal 2: 32% of students in grades 3-5 will perform at the Meets level on the 2018-19 Reading STAAR.

Quarterly Goal 1: 70% of students in grades 2-5 will meet their individual AR goal for the 1st nine weeks.





Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: 75% of students in grades 2-5 will meet their individual AR goal for the 2nd nine weeks.

Quarterly Goal 3: 80% of students in grades 2-5 will meet their individual AR goal for the 3rd nine weeks.

Quarterly Goal 4: 85% of students in grades 2-5 will meet their individual AR goal for the 4th nine weeks.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 1) Teachers will limit student AR testing to stay in their ZPD range.	2.4, 2.6	Teachers, ICs	Students will experience more reading growth by reading within their ZPD range.				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I, Part A - 38510.50							
Critical Success Factors CSF 1 CSF 6 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6 2) Create a Rounds Momentum Plan that ties directly to our book study on "Who's Doing the Work?" During Instructional Rounds, we will collect data on teacher prompts that facilitate student thinking.	2.5, 2.6	ICs, Admin.	By finding trends in our data and looking for ways to turn the work over to students we can plan questions/activities that force students to do the work (thinking), rather than the teacher, and classrooms will become more learner-centered.				
Problem Statements: Student Academic Achievement 4							
Critical Success Factors CSF 7 Strategy Aims AIM 3 AIM 5 3) Continue monitoring implementation of the balanced literacy program including the use of the Comprehension Toolkit, Guided Reading lesson plans/anecdotal notes and running records.	2.5	Admin., ICs	Students will learn to be self-sufficient in determining which comprehension strategies work best for them.				
Problem Statements: Student Academic Achievement 4							
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: On the Reading STAAR, 63% met standard at the Approaches level and 27% performed at the Meets standard level. **Root Cause 4:** Students continue to come with academic gaps that make it difficult to be successful on grade level material.

Annual Goal 3: 65% of students in grades K-5 will end the year on grade level (Tier 1) according to May 2019 ISIP data.

Quarterly Goal 1: By the end of Q1 (October 18) 68% of K-5 students will meet their personal aim line according to ISIP data.

Quarterly Review 1: Significant progress made toward meeting Quarterly Goal








Quarterly Goal 2: By the end of Q2 (December 19) 61% of K-5 students will be on a Tier I according to ISIP data.

Quarterly Goal 3: By the end of Q3 (March 7) 63% of K-5 students will be on a Tier I according to ISIP data.

Quarterly Goal 4: By the end of Q4 (May 23) 78% of K-5 students will meet their personal aim line according to according to ISIP data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 5</p> <p>1) Teachers will read "Who's Doing the Work?" and use it as a reference throughout the year during PLCs and Coaching Conversations.</p>	2.5	Teachers, ICs, Administration	By intentionally planning questions/activities that force students to do the work (thinking), rather than the teacher, classrooms will become more learner-centered.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 20201.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) We will have a campus-wide SLO focus on reading fluency (gen ed and sped). Kindergarten will track letter naming fluency, 1st grade will track non-sense word fluency, and grades 2-5 will track oral reading fluency. Each will be measured using the DIBELS Universal Screener.</p>	2.4, 2.5, 2.6	Teachers	Monitoring and increasing student reading fluency will positively impact overall reading comprehension.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 11135.00</p>							
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 7</p> <p>3) Host a family Reading Night on November 13 where families sign up to volunteer to read their favorite book to students.</p>	2.5, 3.2	Teachers, ICs, Administration	Involving parents in Reading Night will help instill the love and value of reading in students and help foster the school-home partnership.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 300.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>4) Provide opportunities for ELAR teachers to attend ESL prep courses and take the ESL certification test.</p>	2.4, 2.6	Administration	Having more teachers receive training and become ESL certified will help our campus be more qualified to serve our ELL students which will have a direct impact on student achievement.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 3: 60% of students ended the year reading on grade level according to ISIP. Root Cause 3: Students continue to come with academic gaps that make it difficult to be successful on grade level material.</p>

Annual Goal 4: 30% of students in 4th grade will perform at the Meets level on the 2018-2019 Writing STAAR.

Quarterly Goal 1: 12% of students in 4th grade will perform at the Meets level on a campus created revising and editing formative assessment.




Quarterly Review 1: Exceeded Quarterly Goal








Quarterly Goal 2: 26% of students in 4th grade will perform at the Meets level on the October Writing CBA.

Quarterly Goal 3: 28% of students in 4th grade will perform at the Meets level on the February Writing Benchmark

Quarterly Goal 4: 20% of students in 4th grade will receive a combined score of 5 or greater on a campus developed writing prompt.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 5 1) Secure Writing Professional Development with Kayla Shook in October and January.	2.4, 2.5, 2.6	Administration, ICs	With more training, teachers will feel more comfortable using resources and knowing how to teach writing structures, including the grammar component.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 5000.00							
Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 5 2) Secure additional resources to enrich the Writing Academy Curriculum.	2.4, 2.6	Administration, ICs	Additional resources from Jeff Anderson and Gretchen Bernabei such as Patterns of Power, Grammar Keepers, and Text Structures through Nursery Rhymes, will help teachers to reinforce concepts and help create a balanced writing program.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 500.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 7 3) Students will create a published expository text in a bound book to present to families at a Book Signing Author's Showcase on February 19, 2018.	2.4, 2.5, 3.2	Teachers, Administrators, ICs	Students will understand the importance of writing for an audience and going through the writing process as they create their book.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 300.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p>	2.5, 2.6	Vertical Alignment Committee for Writing, Administration, ICs	Identifying weaknesses at each grade level in Writing will allow us to intervene and strengthen the curriculum with supplemental resources.					
<p>4) The Vertical Alignment Committee for Writing will meet each nine weeks to analyze student work samples at each grade level using the Vertical Alignment document to identify gaps in our Tier I instruction.</p>		<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 43805.00</p>						
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>								

Quarterly Goal 1 Problem Statements:

<p>Student Academic Achievement</p>	
<p>Problem Statement 2: On the writing STAAR, 49% of students met standard at the Approaches level and 24% performed at the Meets level. Root Cause 2: Teachers need more training and resources on how to teach writing structures, including the grammar component.</p>	

Annual Goal 5: In 2018-19, the attendance rate will increase from 95.3 to 96%.

Quarterly Goal 1: Decrease the percent of students with chronic absenteeism (>10% report) by 10% for Q1 when compared to Q1 2017-18.





Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: Decrease the percent of students with chronic absenteeism (>10% report) by 10% for Q2 when compared to Q2 2017-18.

Quarterly Goal 3: Decrease the percent of students with chronic absenteeism (>10% report) by 10% for Q3 when compared to Q3 2017-18.

Quarterly Goal 4: Decrease the percent of students with chronic absenteeism (>10% report) by 10% for Q4 when compared to Q4 2017-18.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>1) At Open House, the Parent Liaison and Nurse will educate PK parents on germs, preventing illness, and the importance of attendance in PK. Continue to inform parents about attendance rates and strategies to improve attendance in PK. (Personal conversations/handouts in PK dismissal line)</p>	2.6, 3.2	PK Teachers, Parent Liaison, Nurse	Improved attendance in PK will improve the overall campus attendance.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 200.00</p>							
<p>Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>2) Host a meeting for parents of students with chronic absenteeism in 2017-18. Data will be shared comparing average grade level attendance to individual attendance.</p>	2.6, 3.1, 3.2	Parent Liaison, Administration	By educating parents on the value of education and the impact of chronic absenteeism, they will work with the school to improve their child's attendance which will directly impact student achievement.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 200.00</p>							

<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>3) Students on the chronic absenteeism list will be rewarded each Friday that they have perfect attendance for the week, beginning September 28th. In addition, each week, their name will go in a drawing and a prize will be given at the end of each month to the winning family.</p>	2.5, 2.6, 3.2	Parent Liaison, Ms. Harborth	Providing incentives and rewards to students and their families, will motivate them to improve attendance.				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 211 - Title I, Part A - 1600.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>Strategy Aims AIM 2 AIM 7</p> <p>4) Host a Student vs. Parent kickball game on May 21 for students who have 4 or less absences for the year. Event will be promoted all year long to students and parents.</p>	3.2	Parent Liaison	Students will be motivated to have good attendance for the year, thus improving our overall campus attendance.				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 211 - Title I, Part A - 11015.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance decreased from 96.4% in 2016-17 to 95.3% in 2017-18. Root Cause 1: Sufficient measures have not been put in place to educate and/or motivate parents regarding the importance of good attendance.</p>

Annual Goal 6: The number of students who have chronic disruptive behaviors (i.e. 8 or more referrals) will be reduced from 21 in 2017-2018 to 14 in 2018-2019.

Quarterly Goal 1: 14 or less kids will have fewer than 3 referrals by the end of Quarter 1.









Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 14 or less kids will have fewer than 5 referrals by the end of Quarter 2.

Quarterly Goal 3: 14 or less kids will have fewer than 7 referrals by the end of Quarter 3.

Quarterly Goal 4: 14 or less kids will have fewer than 9 referrals by the end of Quarter 4.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 5</p> <p>1) AP will attend a 3 day training at Region 3 on Restorative Discipline. She will train 2nd grade teachers and implement strategies learned starting with 2nd grade students.</p>	2.5, 2.6	AP, 2nd grade Teachers, Social Workers	Implementing Restorative Discipline will change student behavior and improve campus climate. It will help students analyze their own behaviors and the causes for their behavior through dialogue that deepens relationships.				
<p>Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 120.00</p>							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>2) Design a peer ambassador program (RAPS-Rowland Ambassador Program for Students) that will focus on providing our new students a peer mentor who will acclimate students to the "Rowland Way."</p>	2.5, 2.6	AP, Social Worker	Acclimating new students to the "Rowland Way" will decrease disruptive behavior so that the environment is conducive to learning.				
<p>Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 1800.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: In 2017-18, 21 students had chronic disruptive behaviors that interrupted the learning environment. 71% (15/21) of these students were new to Rowland. Root Cause 1: Sufficient measures have not been put in place to remediate persistent mis-behaviors.</p>

Campus Funding Summary

211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Formative Loop Subscription		\$3,000.00
1	1	1	Interventionist		\$10,906.50
1	1	1	3 hour teacher		\$11,135.00
1	1	2			\$0.00
1	1	3	Instructional Coach		\$23,604.00
1	1	3	Instructional Coach		\$20,201.00
1	1	4	Consultant- Garland Linkenhoger		\$3,000.00
2	1	1	Instructional Coach		\$23,604.00
2	1	1	AR Program		\$4,000.00
2	1	1	Interventionist		\$10,906.50
3	1	1	Instructional Coach		\$20,201.00
3	1	2	3 hour teacher		\$11,135.00
3	1	3	Refreshments, Books for participants		\$300.00
4	1	1	Writing Consultant- 2 Days		\$5,000.00
4	1	2	Instructional Resources for Teachers		\$500.00
4	1	3	Blank books, Snacks		\$300.00
4	1	4	Instructional Coach		\$23,604.00
4	1	4	Instructional Coach		\$20,201.00
5	1	1	Goodie Bags during Flu Season		\$200.00
5	1	2	Snacks, Door prizes		\$200.00
5	1	3	Prizes and Family Adventure Incentives		\$1,600.00
5	1	4	Parent Liaison		\$11,015.00
6	1	1	Training at Region 3		\$120.00
6	1	2	Incentives for good behavior		\$1,800.00

	Sub-Total	\$206,533.00
	Grand Total	\$206,533.00