

Socorro Independent School District
Jane A. Hambric School
2016-2017 Campus Improvement Plan



Mission Statement

The mission of Jane A. Hambric School is to maximize the potential of every student to acquire the academic, technical, ethical, economic, and citizenship skills to successfully live and contribute within a democratic society.

Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President
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Michael Anthony Najera
Antonio "Tony" Ayub
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Comprehensive Needs Assessment

Demographics

Demographics Summary

History & Demographics:

Jane A. Hambric School is one of 48 campuses in the Socorro Independent School District Independent School District. Jane A. Hambric School opened its doors in 2000 and serves predominantly middle class families. Jane Hambric serves 1,243 students in grades Kindergarten through 8th grade. This is a decline of 91 students from the 2015-2016 school year.

Hispanic American Indian / Alaskan Native	1.05 %
Hispanic American Indian/Alaskan Native, American Indian/Alaskan Native	.08%
Hispanic American Indian/Alaskan Native, White	.16%
Hispanic Asian	.08%
Hispanic Black/African American	.88%
Hispanic Black / African American, White	.08%
Hispanic Native Hawaiian/Pacific Islander	.16%
Hispanic Native Hawaiian/Pacific Islander, White	.08%
Hispanic White	91.07%
Non-Hispanic American Indian/Alaskan Native	.4%
Non-Hispanic American Indian/Alaskan Native, Black/African American	.08%
Non-Hispanic American Indian/Alaskan Native, White	.16%
Non-Hispanic Asian	.56%
Non- Hispanic Black / African American	.64%
Non- Hispanic Black / African American, White	.08%
Non-Hispanic White	4.42%

The campus is 51.7% male and 48.2% female with a low socioeconomic status of 83%.

The average daily attendance rate for students is 96.93%. Grade level attendance for the year is:

K- 96.08%; 1st- 96.22%; 2nd- 97.14%; 3rd- 96.77%; 4th- 97.19%; 5th- 97.79%; 6th- 97.21%; 7th- 97.47%; 8th- 97.06%

The school will continue to offer attendance incentives through the district's Make It Count campaign and the schools partnerships with its Partners in Education.

There were a total of 351 discipline referrals this year (down from 551 for the 2014-2015 school year).

Referrals by grade:

K- 5; 1st- 8; 2nd- 19; 3rd- 29; 4th- 9; 5th- 27; 6th- 47; 7th- 117; 8th- 75

Referrals by month:

Jul. -2, Aug.- 29; Sept.- 45; Oct.- 35; Nov.- 28; Dec.- 19; Jan.- 3; Feb.- 10; Mar.- 3; Apr.- 12; May- 8

Jane Hambric serves 301(25% of the school population) students identified as Limited English Proficiency (LEP), 74 students in the Gifted and Talented program (6%), 45 students identified for 504 services (4%), 104 students served through special education services (8%).

Our School-wide Title I program consists of parent involvement activities (Family Nights focusing on Science, Math, ELAR and technology), Open House, Parent/Teacher Conferences, STAAR and SSI Awareness Night, and College Readiness Night, extended day, Saturday School, and intersession for math, reading, science, and social studies; professional development; Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students; 2 SCEIs (1 middle school and 1 elementary), extended week for math and reading, summer school for students experiencing testing or academic difficulties, one at-risk instructional aide, and a library aide. The WIN Academy opened its doors for the 2015-2016 school year to serve students identified as in need of extra support to fill-in learning gaps. Jane Hambric also offers CTE to all 8th graders through the Exploring Careers class.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: iStation, TCM, STAAR, unit and common assessments, attendance (students and staff), PDAS (walk-throughs and observations), and the district developed staff climate survey.

Demographics Strengths

Strengths:

Jane A. Hambric is a safe school. Our entire learning community is dedicated to this continually evolving statement. Schools must be prepared to deal with threats to school safety, but the reality is that the threats are constantly changing. Schools must ensure the safety and security of students by adopting a comprehensive approach to addressing school safety that focuses on prevention, intervention, and response planning.

Jane A. Hambric has an Emergency Operations Plan (EOP) that is a living document. It was created by a committee and based on parameters from national and state organizations and the guidelines from our district. The EOP has been revised and is constantly being shared with the staff and faculty. Students and staff frequently participate in safety drills and are prepared to respond in a prompt and effective manner to every emergency scenario deemed possible.

Jane A. Hambric's administration team has proactively supported the faculty and staff with student discipline issues. There were a total of 198 discipline referrals during the 2011-12 school year which was a 26% increase of referrals from the previous year. There were a total of 388 discipline referrals in 2012 – 2013, which is an increase of 195% from the previous year. This increase was attributed to the new administration's dedication to providing a safe learning environment to all students and holding students accountable for actions that are disruptive to other students and teachers. During the 2013 – 2014 school year the number of referrals is 321 which represents an 18% decrease. This decrease is significant, and is attributed to a safer and more structured school environment. In 2014-2015, after the school was once again restructured under a single administrative team, the number of referrals (PEIMS and Non-PEIMS) climbed to 551. For the 2015-2016 school year, referrals dropped to 351. This drop can be attributed to the use of contracts and counseling for students who are frequently in the office. Eleven students were sent to KEYS (district alternative school) and that is believed to be a deterrent in student misconduct. Next year we are looking into a schoolwide PBIS initiative to address discipline.

Jane A. Hambric has a strong Olweus Bullying Prevention Program. Our students and parents feel they can report incidents and receive support and assistance from the administrative and counseling teams. Our Olweus Program has been nationally recognized and we continue to enhance and strengthen our efforts to prevent reoccurring bullying. Our weekly lessons are effective and support a safe learning environment. However, in effort to continue to offer all students a safe and supportive learning environment, the campus will need continued support with the Olweus Anti-Bullying and the CHAMPS mentoring program.

This year we worked to develop our Hawkeyes volunteer program. This program is based on the national W.A.T.C.H Dog program. We consistently had a volunteer here for the second semester on a weekly basis. We will continue to monitor and develop this program.

Five additional cameras were installed throughout the campus this year.

Jane A. Hambric has worked diligently to improve the campus as a safe learning environment. Our district strategic plan directly states, "Students will attend well-maintained, clean, and updated facilities throughout our district that support the learning environment." Major improvements have been made during the past two years to ensure this campus is well-maintained, clean and updated. Primarily, we instituted a front desk system to greet and check identification of all visitors to our campus. Recently, our custodial staff has worked very hard to improve the cleanliness of the campus; this has had a very positive impact on students, staff and parents. We have also moved class assignments to better ensure safe flow of students through our campus. Administrators and counselors, supported by our SRO and security officer, maintain a vigilant presence before/after school and during all transition times. For our middle school, one staircase was designated for travelling up and the other was travelling down; this simple act has tremendously increased safety for our students. Jane A. Hambric has researched the critical components of an integrated and successful safety plan in order to improve and align our plan. The National Resource Center for Safe Schools has identified several components that are essential for creating safe schools. We base our safety plan, and the assessments of needs/weaknesses, around these components. The following are the ten essential components of safe school planning:

1. Creating school-wide prevention and intervention strategies.
2. Developing emergency response planning.
3. Developing school policies and understanding legal considerations.
4. Creating a positive school climate and culture.

5. Implementing ongoing staff development.
6. Ensuring quality facilities and technology.
7. Fostering school/law enforcement partnerships.
8. Instituting links with mental health/social services.
9. Fostering family and community involvement.
10. Acquiring and utilizing resources.

Demographics Needs

Our special education and ELL populations are our students in greatest need of support. These two populations continue to struggle within our campus. We will continue to move students to a co teach model in hopes of offering more support in a general education curriculum. Our ELLs will continue to be provided with small group targeted intervention. A more efficient method of monitoring these students are needed. We have several newcomers to our school and there is a need for more professional development for our staff in this area. We are also dealing with declining enrollment due to our boundaries being land locked and aging neighborhood. We are losing about 80-100 a year and this will mean a loss in teachers in support staff.

Student Achievement

Student Achievement Summary

Campus student performance on the state assessment (STAAR) can be below: Reading- '13-'14: 76.69%; '14-'15: 77.26% (improvement of .58%, below district average of K-8s by 3.54%) Writing- '13-'14: 70.03%; '14-'15: 63.4% (decline of 6.90%, below district average of K-8s by 12%) Science- '13-'14: 62.4%; '14-'15: 69.4% (improvement of 4.27%, below district average of K-8s by 3.4%) Social Studies- '13-'14: 59.9%; '14-'15: 79.4% (improvement of 19.54%, above district average of K-8s by 10.7%) Algebra- '13-'14: 100%; '14-'15: 100%. 2015-16 results are below:

Grade	Subject	Percent passing	Percent change	Percent Advanced	Percent change
3rd	Math	82.4	8	24.4	12.3
3rd	Reading	74.8	-1.5	21.4	3.8
4 th	Math	65	-7.4	10	-3
4 th	Reading	62.1	3.1	15	7.6
4 th	Writing	63.1	7.1	9.5	5.5
5 th	Math	82	9.9	14.3	5.4
5 th	Reading	74.4	-7.7	15.8	5.1
5 th	Science	72.9	7.5	5.3	1.7
6 th	Math	84.6	-.5	24.3	12.3
6 th	Reading	73.4	11.2	7.0	1.5
7 th	Math	79.8	5.3	13.2	-1
7 th	Reading	69.8	3.5	16.3	5.6
7 th	Writing	76.9	6.3	4.6	-6.8
8 th	Math	90.1	1.4	23.6	-1.8
8 th	Reading	87.8	.6	16.7	2.1
8 th	Science	79.6	8.3	15.4	6.4
8 th	Social Studies	77.2	.2	22.2	14.4
3 rd _8 th	Math	81	3	18.7	4.1
3 rd _8 th	Reading	74.1	.2	15.9	3.9
4 th & 7 th	Writing	69.7	6.3	5.9	-1.3

5 th & 8 th	Science	76.6	8.1	10.8	4.5

Student Achievement Strengths

Jane Hambric made gains in overall areas. Our largest gains came in 3rd grade math (8%), 5th grade math (9.9%), 6th grade reading (11.2%), 8th grade science (8.3%). We over 10% increase in Advanced performance in the following areas: 3rd grade math, 6th grade math, and 8th grade Social Studies.

Student Achievement Needs

Our major areas of concern are subjects where we are still in the 60%: 4th grade math, 4th grade reading, and 4th grade writing. Our special education students and ELL students continue to struggle and will continue to be an area of focus.

School Culture and Climate

School Culture and Climate Summary

Jane A. Hambric is a community school. Being adjacent to a public park opens up our school to our community for various activities. Our campus is utilized throughout the evening for sporting and family events by the community. Being a K-8 school creates a family like feeling throughout. Students attend Jane Hambric for 9 consecutive years which creates a strong bond with the school and staff. Older siblings attend with younger siblings and help to provide the safe and secure feeling of Hambric students. We have approximately 100 military families which adds diversity to our school culture. Families seem to blend in easily and enjoy attending Hambric. Discipline data has decreased over the past year as we have focused on anti bullying efforts. Students participate in a wide variety of activities including athletics, fine arts, honor society, and after school clubs.

School Culture and Climate Strengths

Jane Hambric was selected to do a staff climate survey for the 2015-2016 school year. The results showed that our staff feels safe and secure (3.1 average), they like working at our school (3.28 average), and they are treated with respect (3.17). Discipline data from revealed a drop in OSS and ISS from 381 to 83. This year we added the Young Rembrandts after school art program for our elementary students. We also added a fine arts elective for our 5th grade students. Our counselors had our first friendship cafe where the goal was to sit with other students for lunch and make new friends. They also established "The Zone" which is available to students during lunch to play games as an alternative to going outside. Staff was awarded the What-A-Teacher award for going above and beyond in their instruction. Benches were added to the front of the school and the exterior was painted.

School Culture and Climate Needs

According to our 2015-2016 climate survey results from teachers indicate a need for dealing with disruptive behavior (2.26 average). We had 9 students that were sent to the DAEP for drug use. This will be an area our counselors will focus on next year in our middle school. We are looking into PBIS this year to have a consistent classroom management and school system. Systems were put into place last year to help with lunch time disruption such as adding more monitors and structured eating time. Coaches also helped to monitor during lunch time. We will continue to build our school culture as there have been many administration changes in the last several years. There has been a lack of consistency at Hambric and so staff has had to adjust to the various administration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Jane A. Hambric will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Staff Quality, Recruitment, and Retention Strengths

Jane A. Hambric will begin year 3 of our strategic plan to ensure staff members received timely professional development throughout the school year which was targeted at guided reading and guided math, PreAP (two more teachers will be certified this summer) content areas, data disaggregation, AVID (6 more teachers will attend this year), and the newly founded WIN Academy. Our goal for the year is to tightly align the kinder through eighth grade intervention plan in order to appropriately fill instructional gaps. Two state compensatory education intervention coaches will support the core content areas along with the leadership team. Aligned walkthroughs and teacher intervention plans will allow for consistency and accountability in every classroom. Lastly, a strategic master schedule will provide integrated intervention and planning times across the campus.

Staff Quality, Recruitment, and Retention Needs

For the 2016-2017 school year we will focus on District K-12 Initiatives inclusive of Fundamental Five, Kagan, Balanced Literacy, Guided Reading, Guided Math, Response to Intervention through Differentiated Instruction, Brain compatible strategies and resources, and STAAR EOC Readiness. Accountability Talks will take place once every three weeks to assure program implementation, targeted intervention, and data are aligned to the specific needs of each Jane A. Hambric student. Student specific needs will be identified and targeted within the first 30 days of the new school year through the RTI process. New staff members will be assigned a mentor this year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Curriculum, Instruction, and Assessment Strengths

The Jane A. Hambric Administrative Team is committed to creating a school culture in which all stakeholders are held accountable. To insure that all staff members are working towards student success on a daily basis the administrative team conducted over 700 documented walk-throughs, observations, and evaluations of teachers and staff. Additionally, all support staff (office staff, security guard, TIA's, at-risk aids, counselors, SCEIS, etc...) were evaluated this year using the appropriate evaluation tools. Students were also held accountable for the 2015-2016 school year. As discussed earlier, the administrative team processed 351 student discipline referrals. These referrals led to discipline actions that ranged from administrative conferences for minor infractions to KEYS referrals for more severe disciplinary issues.

We increased our number of students in Co teach classes by 10 students. Students were moved from Specialized Support to a more inclusive environment through CoTeach. Parent conferences were held throughout the year for students not experiencing academic success. During these meetings, parents, administrators, teachers and counselors met to discuss why students were struggling academically and ways they could assist. In some cases, these meetings served as RtI (formalizing the intervention process and beginning the referral process for more structured services) or pre-retention/retention meetings for students not demonstrating growth or progress. RTI meetings were held every month for struggling students. Students were provided with interventions through small group instruction as a result.

Curriculum, Instruction, and Assessment Needs

Although the administrative team conducted numerous walk-throughs and observations, very little was ultimately done with the information gathered. During the 2015-2016 school year the administrative team must use this information, in conjunction with other relevant data, to: 1. Conduct meaningful accountability talks 2. Identify Teachers In Need of Assistance and provide them with the necessary resources to grow 3. Identify, and fill, holes in instruction 4. Identify and address school wide areas of weakness The school must also continue to grow the data room that displays updated data to be discussed consistently and meaningfully with teachers. Meetings need continue to be held in this room so that teachers and administrators are aware of current curricular issues and trends from multiple data sources such as iStation, TCM, STAAR, Lexia, and unit exams. Accountability talks/parent conferences should be held every three weeks for students not getting at least a 70 in any subject, to include the electives and PE, and/or students not attending school at least 90% of the time. These meetings must also add interventions to student programing that will create successful students.

Family and Community Involvement

Family and Community Involvement Summary

SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Family and Community Involvement Strengths

At Jane A. Hambric K-8 School, we are committed in providing opportunities for all members of the school community to be involved directly or indirectly. It is our mission and goal to increase our parent participation and business partnership and expand to our surrounding community including our military personnel. Together we become one entity that will focus and support academic achievement and student success. At Jane A. Hambric K-8 School, we will continue to work in collaboration with teachers, staff, administration, parents and business partners in the following areas: Parent Liaison provides a vital component of the parental involvement by adding a variety of workshops and trainings for our parents.

The Volunteer Program has registered over 100 volunteers and had the most hours recorded in the entire district. The Jane A. Hambric Volunteer program continues to improve in the area of recruitment and development of effective community and family partnerships with all segments of the community (Pre-Teen Expo, Wellness Wednesdays, Crafts class, Career Day, Book Fairs, Toy Give Away, Field Trips, Science Night, Reading to Students, etc..). The Hambric volunteer program was awarded one of the top five Superintendent's Awards for the 2015-2016 school year. Our HawkEyes program has been rebuilt and continues to grow. Our Hawkeyes serve as additional eyes and ears on our campus.

Counselors are working diligently with members of the school community for the academic, social, physical, and emotional development of all students. (College Readiness for K-8 classrooms via adoption of a College or University, Career Presentations in grades K-8,

Partners in Education supporting/donating school materials, Military Personnel lending a helping hand to teach students about discipline, physical fitness, careers, and provide their time and presence in events like Terrific Kids, Veteran's, and other student based activity, Business Partners supporting Attendance Initiatives.

Teachers and Administrators assure that communication to our parents and other members of the school community are informed about such events through various means. We use the following as part of our communication system: -Announcements over the broadcast system -Information placed on the school's Marquee -Use of the computer based student phone call system School Messenger - Monthly Calendar -Parent letters -Emails -Meetings, Assemblies, Events, Open House, Parent Conferences

Twitter -Campus Website We at Jane A. Hambric will continue to work as ONE community and as a TEAM of many who will contribute to the educational success and the well-being of all students.

The implementation of Istation and IXL Reading and Math Computer based programs that are available to use at home. Students have greatly benefited from having the extra Reading and Math component support at home.

Family and Community Involvement Needs

Meeting the needs of our parents, taking a survey to see what areas of concerns or trainings would our parents most benefit from. Time and day are another factor that is important in attracting participants, many of our parents work and we need to be sensitive to their schedules. Improve our campus website to allow parents to view current and upcoming events and activities.

School Context and Organization

School Context and Organization Summary

The organization of Jane Hambric begins with our leadership team. It is comprised of all administrators (4), SCE coaches (2), Librarian, and Counselors (3). We meet every Mondays to review the calendar of events, students data, and staff development planning. Through our Monday meetings we are able to share information and ideas to improve our instruction. Our SCE coaches lead our PLC meetings on Tuesday with the elementary teachers and on Wednesday with our Middle School teachers. Administration is divided by grade levels and attends PLC meetings for their respective grades as well as all ARD's and discipline. Counselors are divided into k-3, 4-6 and 7-8 for the new school year. Dividing up the grade levels helps to balance the work load and give structure for our staff and students. Teachers are given a day of planning every nine weeks with their grade levels and content areas in the middle school. Teachers also develop their common assessments during this time and review student data. RTI meetings are held every month to review student data and put interventions into place. The RTI committee consists of the classroom teacher, administration, counselor and SCE coach. Our school has a School Improvement Team which helps guide administration

School Context and Organization Strengths

One of our strengths this year is moving eleven of our specialized support students to a coteach model. While we still struggle with our special education STAAR results we are making gains in the classrooms. Students are being exposed to more rigorous and demanding instruction in our regular ed classrooms. Our Hawk Hall intervention time is more systematic and focused throughout the elementary grades. We received training this year on Empowering Writers to assist our 4th grade teachers with the writing STAAR test. PLC's are more organized and data driven.

School Context and Organization Needs

This is the first year of implementing our RTI process. While the process is worthwhile we still have many kinks to iron out. Next year we will focus on identifying our RTI students and ensuring that interventions are taking place. Teachers are to be providing their interventions during "Hawk Hall" which is from 8:00-8:40 for elementary students and within the class period for middle school. This year our primary goal is to increase our writing and reading STAAR scores along with our special ed and ELL STAAR scores. We made some changes to our 6th grade schedules to add a reading intervention class and will have our elective and PE teachers assisting with interventions as well. Professional development is needed for staff throughout the year in the area of writing.

Technology

Technology Summary

At Jane Hambric teachers are expected to integrate technology into the core curriculum. Our WIN classes use technology on a daily basis as all students are issued personal devices. Students use the on line THRIVE curriculum for reading and math. Our campus currently has two computer labs for teachers and students to use. We have one lab for our Gateway to technology classes. Each teacher has from 3-6 desktops in their classrooms. We have many Ipads, tablets, and laptops for students to use. Each classroom is equipped with an IWB board and projector and Elmo. Students also use the Accelerated Reader program.

Technology Strengths

This past year we bought 15 additional laptops, 18 tablets and 50 desktops to replenish and update our technology needs. This year we will be adding more tablets as teachers have found these to be highly engaging. We have a district technology training who has provided a wealth of staff development for our staff. She has trained us on Plickers, Augmented Reality, Kahoot, and Office 365 this year. Teachers also maintain current web pages for students and parents to use as a reference. Our campus maintains a current web page and promote school activities via our school Twitter account. Our school robotics team competed this year in the SISD Robotics competition and did very well.

Technology Needs

Although we have purchased more tablets, we are still very much in need of more personal student devices. Teachers are eager to integrate technology however our available equipment hinders this at times. As our technology becomes outdated there is a need to continue to upgrade our equipments. Teachers also need continued training in integrating technology into the curriculum.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Jane Hambric School will develop and implement a plan of action to ensure that 100 % of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of campus members felt safe at school and school events.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement the Olweus Bullying Prevention Program weekly through use of the program materials, resources and surveys.	1, 2, 3, 6, 9	Administrators; SCEI; Teachers, Bullying Prevention Coordinating Committee(BPCC)	Weekly class meetings, Administrator/ Mentor walk-throughs			
				Funding Sources: 211 - Title I, Part A - \$500.00		
2) Provide staff development on Olweus Bullying to all staff and faculty at the beginning of the year and periodically throughout the year. (TQ, SC)	1, 2, 4	Administration, Counselors, and OBPCC	Observations/ Walk-throughs/ sign in sheets			
				Funding Sources: 211 - Title I, Part A - \$500.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Jane Hambric School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 100% of the requirements were met for multiple emergency scenarios.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus will conduct all district mandated drills and meet with campus and district personnel to discuss results and findings.	1	Administration	Logs			
	Funding Sources: 211 - Title I, Part A - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Jane Hambric School will decrease from 75 to 65.

Evaluation Data Source(s) 3: Bullying incidents decreased from 75 to 65.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement the Olweus Bullying Prevention Program weekly through use of the program materials, resources and surveys.	1, 2, 9	Administration, Counselors, Olweus Committee	Weekly class meetings, Administrator/ Mentor walk-throughs			
	Funding Sources: 211 - Title I, Part A - \$500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: Teachers will document a minimum of 3 interventions for at-risk students per 9 weeks.

Evaluation Data Source(s) 4: Appropriate academic support and interventions were documented and increased 8%.

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct RtI meetings for all students experiencing academic and behavioral difficulties and document all interventions.	1, 2, 3, 9	Teachers, Administration, Counselors, RtI Committee	RtI packets and meeting minutes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-2017 school year, the total number of disciplinary incidents at Jane Hambric School will decrease by from 81 to 73.

Evaluation Data Source(s) 5: Disciplinary incidences from 81 to 73.

Summative Evaluation 5:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide all campus teachers continued training on the Olweus Bullying Intervention Program and ways to utilize it's components to reduce the number of conflicts and incidents of bullying on campus.	1, 2, 3, 4, 5, 9	Administration, Counselors, Olweus Committee	Sign-in sheets, agendas, Olweus Bullying Prevention Committee minutes, Lesson plans, walkthroughs			
	Funding Sources: 211 - Title I, Part A - \$500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By the end of May 2017, Jane Hambric School will develop and implement at least 5 College and Career Ready activities.

Evaluation Data Source(s) 1: The school implemented at least 5 college and career ready activities.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Career Day will be hosted to introduce students to multiple career opportunities.	1, 2, 6	Counselors	Sign-in sheet Student conversations and goal setting			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) Students will be motivated to reach full potential by means of small group or individual conferences focusing on topics such as self-esteem, study skills test anxiety, and focusing. Students achieving A or A/B Honor Roll or excel in individual subjects will be recognized at the end of the year with a medal, certificate, and/or trophy.	2, 6, 9	Administration & Counselors	Certificates and receipts for awards. Decrease in number of students with RtI referrals or interventions.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the 2016-2017 school year, 100% of Jane Hambric School English Language Learners and Special Education students will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: All English Language Learners and special education students were placed in proper learning environments and grade levels.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Extend the instructional inclusion model for Special education students in all required content areas by increasing the number of students in co teach classes.	1, 2, 3, 5, 9	Administrators; SCEI; Teachers	CT monitoring forms, contact hour logs, Unit Assessments, and Istation data			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice











Performance Objective 3: By January 2017, Jane Hambric School shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores by 15%.

Evaluation Data Source(s) 3: The level of rigor increased to improve all content areas and improved student scores.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase student vocabulary development and study skills through the use of student created study aides such as flash cards, interactive student notebooks, and sentence strips.	1, 2, 4, 9	Administrators; SCEI; Teachers	Walk-throughs, formative assessments, teacher lesson plans Unit exams			
	Funding Sources: 211 - Title I, Part A - \$500.00, 199 - General Fund: Bilingual - \$500.00, 199 - General Fund : Special Education - \$500.00					
2) Increase student vocabulary development and study skills through the use of student kinesthetic response.	1, 2, 4, 9	Teachers, SCEI, and Administration	Walk-throughs, formative assessments, teacher lesson plans Unit exams			
	Funding Sources: 211 - Title I, Part A - \$500.00					
3) Provide intervention and acceleration opportunities during Intervention time, intersession, after school, and during Saturday School.	1, 2, 3, 9	Administrators, Counselors, SCEI, Teachers	Failure monitoring reports, tutoring logs, attendance rosters and Unit Assessments			
	Funding Sources: 199 - General Fund : Special Education - \$1,500.00, 199 - General - \$1,160.00, 199 - General Fund: Bilingual - \$5,000.00, 211 - Title I, Part A - \$30,000.00					
4) Provide two (2) Temporary Instructional Aides (TIA) to create accelerated instruction opportunities for ELL students during the school day and after school to target students in need of assistance. The TIA's use Nancy Toner strategies, Thinking Maps and Power Language Kits to intergrade Reading, Writing, Science and Social Studies with their small groups and the Stetson Model in the classroom as support. They also monitor and progress monitor Istation small groups.	1, 9	Administrators, TIAS	Sign-in sheets, weekly logs Unit Assessments, Istation			
	Funding Sources: 199 - General Fund: Bilingual - \$20,766.00, 263 - Title III, LEP - \$20,766.00					

5) Provide At-Risk Instructional Aide to facilitate intensive direct accelerated instruction with individual and small groups of At-Risk students, and provide direct logistical support to At-Risk coordinator to serve At-Risk intervention programs campus wide. They use Language Power Kits that integrate Science, Social Studies, Reading and Writing with small groups. In the classroom they use Stetson Model to support the teacher and students for Math and ELAR. They have pull out Istation sessions with Tier III students that is progress monitored.	1, 9	Administrators; SCEI, At Risk Aides	Sign-in sheets, weekly activity logs. Unit Assessments and reduction in behavioral incidents			
	Funding Sources: 199 - General Fund: SCE - \$21,838.00					
6) Provide part time At-Risk Library Aide to facilitate intensive direct accelerated instruction with individual and small groups of At-Risk students, and provide direct logistical support to At-Risk coordinator to serve At-Risk intervention for library campus wide. They also use the Power Language Kits to integrate Science, Social Studies, Reading and Writing. Student support is given through Math classes.	1, 9	Administrators, Librarian/At Risk Aide	Sign-in sheets, weekly activity logs. Unit Assessments and reduction in behavioral incidents			
	Funding Sources: 199 - General Fund: SCE - \$12,356.43					
7) Increase student performance on STAAR exams by utilizing online individualized and group instructional programs for core instruction and tutoring purposes such as IXL, Brain Pop,, iStation, Read 180, Lexia and United Streaming.	1, 2, 3, 9	Campus Instructional Specialists, Teachers, Administrators	Lesson plans, Walk-throughs and Unit Assessments			
	Funding Sources: 211 - Title I, Part A - \$5,000.00					
8) Purchase AVID license and student materials aimed at becoming an AVID campus to offer students and teachers academic support and skills.	1, 2, 3, 4, 5, 6, 9	Administration and Teachers	Walk-throughs, formative assessments, teacher lesson plans			
	Funding Sources: 211 - Title I, Part A - \$3,500.00					
9) Hiring college tutors to assist students in all content areas as part of the AVID program.	1, 2, 9	Administration	Logs and Advancement Via Individual Determination (AVID) activities			
	Funding Sources: 211 - Title I, Part A - \$6,000.00					
10) Provide for 21st Century student instruction access to technology (including Interactive White Boards, computers, IPADs, tablets, elmos, projectors) for use in regular instruction in communications, class presentations, online collaborations, distance learning, and student-centered projects; and to maintain necessary upgrades and support (device peripherals, memory, portable device batteries, software upgrades) necessary to keep technology use effective with current system requirements. Incorporate real-time instructional feedback devices that interface with the Interactive White Boards (to include Activotes, Active Expressions,IPAD's) to improve the immediate impact of instructional delivery.	1, 2, 9	Administration, Teachers, SCEIs	Walk-throughs, usage reports, and Istation			
	Funding Sources: 211 - Title I, Part A - \$19,000.00					
11) Provide summer school acceleration to struggling students and use instructional supplies/materials from Lakeshore and Mountain Math and supplement/support the instruction.	3, 9	Administration, Teachers, SCEIs	Walk-throughs,teacher lesson plans, and Post summer school assessment.			
	Funding Sources: 199 - General Fund: SCE - \$24,115.00					

12) Provide teachers PD on the Fundamental 5 presented by Sean Cain to increase their proficiency in best practices.	3	Administration, DSC, and presenter	Sign-in sheet Walk-throughs			
	Funding Sources: 211 - Title I, Part A - \$6,600.00					
13) Purchase bulletin boards for academic vocabulary, word walls , calendar math and problem of the day.	2	Administration	Instructional materials posted on boards. Increase in benchmark and 9 weeks assessments			
	Funding Sources: 211 - Title I, Part A - \$2,500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2016-2017 school year, Jane Hambric School will improve its student state assessment scores in Reading from 74% to 85%.

Evaluation Data Source(s) 4: State assessment scores increased from 74% to 85% in Reading.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Reading intervention specialist (SCEI) to provide direct instruction for critical need students in an inclusionary setting and develop strategies with other reading teachers to improve instruction for all.	1, 4, 9	Administration	Intervention logs			
Funding Sources: 211 - Title I, Part A - \$55,000.00						
2) Provide specifically targeted content based literature in the library and classrooms to incorporate literacy across the curriculum strategies in all subject areas, to include Scholastic leveled readers, guided reading/balanced literacy resources, and E-Readers.	1, 9	Administration, Teachers, Librarian, and librarian aide	Literature listed and catalogued into library inventory. Unit Assessments			
Funding Sources: 211 - Title I, Part A - \$4,000.00						
3) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore, and Teacher Created Materials.	1, 2, 9	Administrators; SCEI; Teachers	Teacher Lesson Plans			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
4) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Motivational Reading, Measuring up, Compass Learning and Texas Lonestar Reading.	1, 2, 9	Teachers, SCEI, Administration	Student success on STAAR exam, bench marks, and unit assessments.			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
5) Use of Blue Bonnet reading program to increase student independent reading and library circulation.	1, 2, 6	Librarian	increase circulation in the library.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
6) Use data from Istation and other assessment resources to identify students in need of intervention.	1, 2, 8, 9	Administrators, Counselors, SCEI, Teachers	Diagnostic reports and data disaggregation sheets; intervention and remediation logs			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2016-2017 school year, Jane Hambric School will improve its student state assessment scores in Mathematics from 81% to 85%.

Evaluation Data Source(s) 5: State assessment scores increased from 81% to 85% in Math.

Summative Evaluation 5:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Math intervention specialist (SCEI) to provide direct instruction for critical need students in an inclusionary setting and develop strategies with other mathematics teachers to improve instruction for all.	1, 4, 9	Administration	Coaching Logs, Unit Assessments and STAAR results			
	Funding Sources: 211 - Title I, Part A - \$55,000.00					
2) Provide Math intervention for all Tier III students 45 minutes per week.	3, 9, 10	SCEI; Elementary Teachers	Walk-throughs, formative assessments, teacher lesson plans			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
3) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials	1, 2, 9	Administration, SCEIs, Teachers	Teacher Lesson Plans			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
4) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as IXL, Motivational Math, Measuring up and Excel Math.	1, 2, 7, 9	SCEI, Teachers, Administration	Lesson plans and Walk-throughs.			
	Funding Sources: 211 - Title I, Part A - \$10,000.00, 199 - General Fund: SCE - \$2,000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: For the 2016-2017 school year, Jane Hambric School will improve its student state assessment scores in Science from 77% to 85%.

Evaluation Data Source(s) 6: State assessment scores increased from 77% to 85% in Science.

Summative Evaluation 6:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore, and Teacher Created Materials.	1, 2, 4, 9	Administration; SCEI, Teachers	Teacher Lesson Plans			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Motivational Science, Measuring up	2, 8, 9	Administration, Teachers, SCEI	Lesson plans and walk-throughs			
	Funding Sources: 211 - Title I, Part A - \$5,000.00					
3) Use of Lego robotics kits during summer school.	9	Teachers and Administration	Student rosters			
	Funding Sources: 199 - General Fund: SCE - \$5,510.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2016-2017 school year, Jane Hambric School will improve its student assessment scores in in Social Studies from 77% to 85%.

Evaluation Data Source(s) 7: State assessment scores increased from 77% to 85% in Social Studies.

Summative Evaluation 7:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials.	1, 2, 9	Teachers, Administration, SCEI	Lesson Plans			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Thinking Maps.	1, 2, 8, 9	SCEI, Teacher, Administration	Walk-throughs and lesson plans			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: For the 2016-2017 school year, Jane Hambric School will improve its student state assessment scores in Writing from 70% to 80%.

Evaluation Data Source(s) 8: State assessment scores increased from 70% to 80% in Writing.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials.	1, 2, 4, 9	SCEI, Teachers, Administration.	Lesson Plans			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Measuring up	1, 2, 8, 9	Administration, SCEI, Teachers.	Lesson plans and Walk-throughs.			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
3) Implement strategies from Empowering Writers training.	2, 3, 4, 5, 9	Teachers, Administration, DSC	Lesson plans & walk-throughs			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 9: For the 2016-2017 school year, Jane Hambric School special education students will achieve the 60% state system safeguards score in reading.

Evaluation Data Source(s) 9: 60% of special education students met state system safeguards in reading.

Summative Evaluation 9:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Student IEP's and services will be reviewed by special education teachers and administration.	2, 3, 9	Administration	Sign in sheets			
	Funding Sources: 199 - General Fund : Special Education - \$0.00					
2) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	9	SCEI coach, teacher	Sign in sheets and attendance logs			
	Funding Sources: 199 - General Fund: SCE - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 10: For the 2016-2017 school year, Jane Hambric School English language learners will achieve the 60% system safeguard score in writing.

Evaluation Data Source(s) 10: 60% of English Language Learners met system safe guards for writing.

Summative Evaluation 10:










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will receive small group targeted intervention during intervention time, four times a week.	9	administration, teachers, TIA's, At-risk aide, SCE coach, librarian aide	Lesson Plans, TIA logs, and Increase in student achievement			
	Funding Sources: 211 - Title I, Part A - \$0.00, 263 - Title III, LEP - \$0.00					
2) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	2, 9	Teachers, SCE coach	Sign in sheets, lesson plans, and Increase in student achievement			
	Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 11: For the 2016-2017 school year, Jane Hambric School English language learners will achieve the 60% state system safeguards score in science.

Evaluation Data Source(s) 11: 60% of English Language Learners met system safe guards for science.

Summative Evaluation 11:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	3, 9	Administration, SCEI coach	Sign in sheets, lesson plans and Increase in student achievement			
	Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: SCE - \$0.00					
2) SCE coach and science department will assist in planning for bi-weekly labs and ISN's.	9	Administration, SCE coach, science teachers	Lesson plans, agendas for planning, and increase in student achievement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will increase by 5%.

Evaluation Data Source(s) 1: Teachers increased 5% in instructional effectiveness.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will conduct at least 5 Eduphoria documented walk-throughs a week.	3, 4, 5	Administration	Number of teachers referred to PD. Walk-through analysis			
	Funding Sources: 212 - Title I , Part C Migrant - \$0.00					
2) Provide teachers PD on the Fundamental 5 presented by Sean Cain to increase their proficiency in best practices and Ron Clark	3	Administration	Walk- through data			
	Funding Sources: 211 - Title I, Part A - \$6,600.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Jane Hambric School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Maintained 100% Highly Qualified teachers in all core academic areas.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus will hire and place teachers only into content areas in which they are certified.	1, 5, 6	Administration	Certifications and teaching assignments, and Student performance on STAAR	✓	✓	✓
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Jane Hambric School will offer at least 5 professional development opportunities employee .

Evaluation Data Source(s) 3: At least 5 professional development opportunities were offered.

Summative Evaluation 3:













Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide teachers with AVID training so that they can meet the academic needs of their at-risk students using scientifically studied and researched based strategies.	2, 3, 4, 5, 9	Teachers and Administration	Lesson plans, walk-throughs, sign-in sheets Increased student organization and improved performance on STAAR and within classroom. Campus-wide use of strategies such as Cornell Notes and ISNs.			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
2) Provide continued staff development in Guided Reading, Guided Math, RTI/Differentiated instruction, SIOP, and STAAR.	1, 2, 3, 4, 5, 9	Administration, SCEI, District Personnel	Observations/ Walk-throughs/ sign in sheets Teacher lesson plans, staff/ campus surveys			
Funding Sources: 211 - Title I, Part A - \$500.00						
3) Provide staff development in the following areas: Book studies, Kagan structures, SIOP, Empowering Writers, Writing Across Curriculum, Guided Reading, and Guided Math, and other PD opportunities provided by the district.	1, 2, 3, 4, 5, 6, 9	Administration, SCEI, District Personnel	Observations; Walk-throughs; sign in sheets Teacher lesson plans, staff surveys			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
4) Provide teachers snacks and/or meals during professional development sessions that last more than 4 hours.	4	Administration and Campus Secretary	Receipts and PO's and Observations/ Walk-throughs/ sign in sheets			
Funding Sources: 211 - Title I, Part A - \$2,800.00						
5) Provide teachers with training from the pamphlets of The Master Teacher for the 2016-2017 school year.	2, 3, 4, 5	Administration	Observations; Walk-throughs; sign in sheets Teachers' lesson plans, accountability talks, observations, and walk-through			
Funding Sources: 211 - Title I, Part A - \$1,481.80						
6) Provide teachers with training in robotics to address the needs of students through hands-on activities using Lego robotic kits.	3, 9	Teachers, administration, and DSC	Agendas Teachers' lesson plans, observations, and walk-throughs			
Funding Sources: 211 - Title I, Part A - \$100.00						
7) Provide WIN Academy teachers with training opportunities so they can meet the academic needs of their at-risk students using scientifically studied and researched based strategies.	3, 4, 9	District personnel	Lesson plans, walk-throughs, sign-in sheets Teachers' lesson plans, accountability talks, observations, and walk-throughs			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Jane Hambric School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Science materials and resources were purchased to meet 100% of system safeguard indicators.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide SIOP and ELPS professional development for teachers and staff.	1, 2, 3, 4, 5, 9	Administrators, Teachers, Staff, Bilingual Dept.	Sign-in sheets, agendas, walkthroughs and classroom observations. Increased student performance for all students in all subjects.			
				Funding Sources: 263 - Title III, LEP - \$0.00		
2) Provide Co-teach training for teachers who work with students with special instructional needs and the general student population.	1, 2, 3, 4, 5, 9	Special Education Department, Administrators, Teachers	Observations, classroom walkthroughs, sign-in sheets and agendas. Increased student performance and focused lesson planning			
				Funding Sources: 199 - General Fund : Special Education - \$1,000.00		
3) -2 teachers will attend Johnny Can Spell PD to learn strategies to positively impact reading development in their students.	3, 4, 9	Campus administration, vendor, teachers	Sign-in sheets, walk-throughs, lesson plans increase in student reading performance.			
				Funding Sources: 211 - Title I, Part A - \$4,300.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By the end of the 2016-2017 school year, 100% of Jane Hambric School teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 5: 100% of teachers will be familiar with o=House Bill 5.

Summative Evaluation 5:














Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Jane Hambric School will offer at least 5 collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: At least 5 collaborative educational involvement activities were provided for parents and community members.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Share and explain the Istation program to parents through letters and parent nights.	1, 2, 6, 9	Administrators, Counselors, SCEI, Teachers, Parent Liaison	Istation reports, Parent sign-in sheets, and Istation data			
				Funding Sources: 211 - Title I, Part A - \$500.00		
2) Develop various events (at least 1 per month) to bring parents, teachers, and students together during and/or after the regular school day to enhance communication and build strong ties between home and school, Open houses, fine arts presentations, etc.), utilizing the materials, supplies, and possible refreshment.	1, 2, 6	Administrators, Parent Liaison, Counselors, Teachers	Enrollment records, Calendar of Events schedule Parent event feedback forms, Post action reports			
				Funding Sources: 211 - Title I, Part A - \$1,000.00		
3) Maintain a full time Parent Liaison to promote Family Engagement and to conduct parent information and training sessions to maximize parental support and increase student achievement.	1, 2, 6	Administrator	Weekly Logs Parent event feedback forms			
				Funding Sources: 211 - Title I, Part A - \$17,000.00		








4) Offer Family Engagement trainings and sessions to encourage parents to be active in school activities, using a variety of stored teaching materials. Parent Liaison will use a laptop to present on different issues.	1, 2, 6	Parent Liaison, Administrators, Counselors	Enrollment rosters and Training Assessments			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
5) Host a father/son conference and a mother/daughter conference in order to increase Family Engagement.	6	Parent Liaison	Parent event feedback forms			
	Funding Sources: 211 - Title I, Part A - \$45.00					
6) Host a father/son conference and a mother/daughter conference in order to increase Family Engagement.		Parent Liaison	Parent event feedback forms			
	Funding Sources: 211 - Title I, Part A - \$45.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Jane Hambric School will communicate at least once a month through notifications, newsletters, email, etc. to parents, business, and community members.

Evaluation Data Source(s) 2: Communication with parents, business, and community members at least once a month.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Develop, and send home, monthly calendar notifying parents of upcoming events.	6	Secretary and Parent Liaison	Calendar of events to Increase parent attendance at events			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Jane Hambric School will add at least one new partnerships with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: At least one new Partnerships with higher institutions, business and other outside agencies.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) School will partner with outside businesses to acknowledge monthly Terrific Kids.	2, 6	Counselor	Student incentives and Terrific Kids roster			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) Partnerships with outside businesses to recognize school		Counselors	Roster of students attending recognition ceremony and Incentives			
	Funding Sources: 211 - Title I, Part A - \$0.00					
3) Principal will meet with office staff to go over campus office policies.	4, 6	Principal	Sign in sheets and reduction in number of complaints			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Jane Hambric School will have a minimum of 2 (1 each semester) customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service trainings were provided to promote a welcoming climate for all constituents.

Summative Evaluation 4:

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, English Language Learner at Jane Hambric School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System

Evaluation Data Source(s) 1: All English language Learners will met all state standards.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Extend the instructional inclusion model for Special and Limited English Proficient students in all required content areas.	1, 3, 4, 5, 9	Administration, SCEIs, Teachers	CT monitoring forms, contact hour logs			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) Provide intervention and acceleration opportunities during Intervention time, intersession, after school, and during Saturday School for struggling students from all sub-populations	1, 9	Administrators, Teachers	Daily			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, Jane Hambric School administrators will schedule at least 4 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 2: At least 4 data feedback sessions were scheduled to support teachers.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration will meet with district personnel to determine campus needs based on data and ways to improve student, and teacher, performance.	2, 3, 4, 5, 8	Administration, SCEIs, District Personnel	Sign in sheets, receipts Walk-throughs and data reports			
	Funding Sources: 211 - Title I, Part A - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, the attendance rate for all students at Jane Hambric School will increase from 96.85% to 97%.

Evaluation Data Source(s) 3: Increase attendance to 97%.

Summative Evaluation 3:

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	4	1	Provide SIOP and ELPS professional development for teachers and staff.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
3	4	1	Provide SIOP and ELPS professional development for teachers and staff.

State Compensatory

Budget for Jane A. Hambric School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.116.30.39.00.6118	6118 Extra Duty Stipend - Locally Defined	\$13,000.00
6100 Subtotal:		\$13,000.00
6300 Supplies and Services		
199.11.116.30.39.000.6399	6399 General Supplies	\$8,455.00
6300 Subtotal:		\$8,455.00

Personnel for Jane A. Hambric School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Alvarado	Library Aide		1
Joe Yanez	At-Risk Aide		1
Lynn Arias	CSR Teacher		1
Marisela Oaxaca	CSR Teacher		1
Monica Hernando	SCE Coach		1
Nancy Guereque	SCE coach		1

Title I

Schoolwide Program Plan

1. Comprehensive Needs Assessment
2. School Wide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality and Ongoing Professional Development
5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools
6. Strategies to Increase Parental Involvement
7. Ensure Smooth Transition for Students
8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments
9. Effective, Timely Additional Assistance
10. Coordination and Integration of Federal, State, and Local Services and Programs

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive Needs Assessment A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

School Wide Reform Strategies Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by Highly Qualified Teachers Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High Quality and Ongoing Professional Development In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

5: Strategies to attract highly qualified teachers

Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

Strategies to Increase Parental Involvement Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Ensure Smooth Transition for Students Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measure to Include Teachers in Decisions Regarding the use of Academic Assessments Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Effective, Timely Additional Assistance Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

Coordination and Integration of Federal, State, and Local Services and Programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Leslie Thomas	Principal
Administrator	Raymundo Granado	AP
Administrator	Randi Shreve	AP
Administrator	Claudia Tristan	AP
Business Representative	Pat Ramirez	Business Partner
Classroom Teacher	Denise Christobal	6th Teacher
Classroom Teacher	Carol Dindinger	2nd Teacher
Classroom Teacher	Gloria Garfield	8th Grade
Classroom Teacher	Carol Gutierrez	Kinder Teacher
Classroom Teacher	Jennifer Hill	1st Teacher
Classroom Teacher	Mariana Kolar	4th Teacher
Classroom Teacher	John McQuien	Fine Arts Teacher
Classroom Teacher	Marisela Oaxaca	5th Teacher
Classroom Teacher	Jessica Ritchey	3rd Teacher
Classroom Teacher	Mayela Zamora	7th Teacher
District-level Professional	Penny Flores	DSC SPED
Non-classroom Professional	Lucy Gonzalez	Counselor
Non-classroom Professional	Sherri Pena	Librarian
Non-classroom Professional	Kristen Polhemus	Counselor
Non-classroom Professional	Ronald Reeves	Counselor
Parent	Yvette Aguirre	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Awards		\$0.00
2	3	3	Intervention materials		\$1,160.00
Sub-Total					\$1,160.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5	Aides		\$21,838.00
2	3	6	Library Aide		\$12,356.43
2	3	11	Summer School materials		\$8,640.00
2	3	11	Summer School Materials		\$4,715.00
2	3	11	Summer School Materials		\$10,760.00
2	5	4	Differentiated materials		\$2,000.00
2	6	3	Loggo robot kits		\$5,510.00
2	9	2	Supplemental materials		\$0.00
2	10	2	Differentiated supplements		\$0.00
2	11	1			\$0.00
Sub-Total					\$65,819.43
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Materials		\$500.00
2	3	3	Intervention materials		\$1,500.00
2	9	1	Students IEP		\$0.00
3	4	2	Training materials		\$1,000.00
Sub-Total					\$3,000.00
211 - Title I, Part A					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Olweus Bullying Prevention Program		\$500.00
1	1	2	Olweus Curriulum		\$500.00
1	2	1	N/A		\$0.00
1	3	1	Olweus Bullying Program		\$500.00
1	5	1	Olweus program, staff training		\$500.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1	Materials		\$500.00
2	3	2	Materials		\$500.00
2	3	3	Interventon materials		\$30,000.00
2	3	7	Instructional Programs		\$5,000.00
2	3	8	AVID license		\$3,500.00
2	3	9	AVID tutors		\$6,000.00
2	3	10	Technology		\$19,000.00
2	3	12	Presenter		\$6,600.00
2	3	13	Bulletin Boards		\$2,500.00
2	4	1	SCEI coach		\$55,000.00
2	4	2	Books		\$4,000.00
2	4	3	Supplimental materials		\$10,000.00
2	4	4	Supplemental materials		\$5,000.00
2	4	5	Blue Bonnet books		\$1,000.00
2	4	6	Data		\$1,000.00
2	5	1	SCEI coach		\$55,000.00
2	5	2	Intervention materials		\$1,000.00
2	5	3	Supplemental materials		\$1,000.00
2	5	4	Differentiated materials		\$10,000.00
2	6	1	Supplemental materials		\$10,000.00

2	6	2	Supplemental materials		\$5,000.00
2	7	1	Supplemental Aides		\$10,000.00
2	7	2	Differentiated materials		\$1,000.00
2	8	1	Differentiated materials		\$10,000.00
2	8	2	Diffferentiated materials		\$1,000.00
2	8	3	Empowering writes supplements		\$1,000.00
2	10	1			\$0.00
2	10	2			\$0.00
2	11	1	Differentaited materials		\$0.00
3	1	2	Training Materials		\$6,600.00
3	3	1	Training Participation in AVID		\$10,000.00
3	3	2	Staff development materials		\$500.00
3	3	3	Training Materials		\$5,000.00
3	3	4	Snacks or Meals		\$2,800.00
3	3	5	Training materials		\$1,481.80
3	3	6	Substitute		\$100.00
3	4	3	Training materials		\$4,300.00
4	1	1	I Station program		\$500.00
4	1	2	Event Materials		\$1,000.00
4	1	3	Parent Liaison		\$17,000.00
4	1	4	Technology		\$1,000.00
4	1	5	Conference Materials		\$45.00
4	1	6	Event Materials		\$45.00
4	2	1			\$0.00
4	3	1	Student Incentives		\$0.00
4	3	2	Student incentives		\$0.00
5	1	1	District Funds		\$0.00
5	1	2			\$5,000.00

5	2	1	Data reports		\$0.00
Sub-Total					\$311,971.80
212 - Title I , Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Eduphoria		\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4	TIAS		\$20,766.00
2	10	1			\$0.00
3	4	1	Training materials		\$0.00
Sub-Total					\$20,766.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Materials		\$500.00
2	3	3	Intervention materials		\$5,000.00
2	3	4	TIAS		\$20,766.00
Sub-Total					\$26,266.00
Grand Total					\$428,983.23