

**Socorro Independent School District**  
**Paso Del Norte School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date:** August 21, 2018  
**Public Presentation Date:** August 21, 2018

# Mission Statement

Paso Del Norte will strive to ensure that all students are given the opportunity to achieve academic success in an environment that fosters high expectations, safety and competition.

## Vision

Always Compete, Be the Best That You Can Be!

## Board Members and Superintendent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Paso Del Norte K-8 School is one of 49 campuses in the Socorro Independent School District. Paso Del Norte serves predominantly low and middle-class families. Paso Del Norte served 1147 students in grades Kinder thru 8th during 2017-18 school year. Paso Del Norte is experiencing a steady decline in enrollment as the community stabilizes and ages. In 2018-19 school year the campus enrollment is projected to decline by 100 students, which is an 8.8% decrease.

### Campus Demographics:

**Campus Size 1,147 Students**

**Grade Span KG - 08**

**Percent Economically Disadvantaged 67.3**

**Percent English Language Learners 15.9**

**Mobility Rate 13.8**

**Percent Served by Special Education 7.7**

Paso Del Norte is one of 48 campuses in the Socorro Independent School District. Paso Del Norte opened its doors in 2003 with 1354 students. Paso Del Norte serves predominantly low and middle class families. Paso Del Norte currently serves 1150 students in grades Kinder thru 8th grade. Paso Del Norte's is experiencing a steady decline in enrollment as the community stabilizes and ages. Five years ago, 1300 students were served by the campus, which in an decrease of 5.09%. This year the campus enrollment is down 63 students or 5.09%. Below, is a detailed breakdown of our demographics:

Female	<a href="#">566</a> 49.69%
Male	<a href="#">573</a> 50.31%

Ethnicity

Hispanic-Latino [993](#) 87.18%

Race

American Indian - Alaskan Native [1](#) 0.09%

Asian [14](#) 1.23%

Black - African American [53](#) 4.65%

Native Hawaiian - Pacific Islander 0 0.00%

White [57](#) 5.00%

Two-or-More [21](#) 1.84%

Other Student Information (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

At-Risk [426](#) 37.40%

Economically Disadvantaged [702](#) 61.63%

Title I Homeless(\*[Special Notes\\*](#)) 0 0.00%

Immigrant [13](#) 1.14%

Limited English Proficient (LEP) [173](#) 15.19%

Migrant 0 0.00%

Military Connected [120](#) 10.54%

Foster Care [1](#) 0.09%

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Bilingual [121](#) 10.62%

English as a Second Language (ESL) [32](#) 2.81%

Career and Technical Education (CTE) [82](#) 7.20%

Free Lunch Participation [523](#) 45.92%

Reduced Lunch Participation [179](#) 15.72%

Other Economically Disadvantaged 0 0.00%

Gifted & Talented [37](#) 3.25%

Special Education (SPED) [90](#) 7.90%

Title I Participation [1,139](#) 100.00%

Dyslexia [19](#) 1.67%

**Demographics Strengths**

Our Title I school wide program is focused on closing the achievement gaps in Reading, Writing, Science, Social Studies and Math, while emphasizing Career and College readiness. Our SCEI Instructional coaches also provides ongoing tutoring interventions for our students, and instructional support to the staff. Instructional aides assist students that are At Risk for failing by providing in classroom supports. At risk personnel using IStation and Quick screeners identify which areas to provide targeted interventions through small group instruction and one to one assistance. The campus site based committee looked at last year's program evaluations, campus surveys, STAAR assessment results, IStation Tiered results to identify areas of strengths and weaknesses. Committees have been formed to address these areas. PDN will continue to promote an environment that focuses on the needs to the students and faculty.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Overall attendance of 96.04% 2017-2018 is a decrease from 2016-2017 96.26%. Our campus is below the district goal of 97.5%

**Root Cause:** Kinder and 1st grade students consistently are absent and have an average weekly percent under 96%

**Problem Statement 2:** Student enrollment is in constant change. **Root Cause:** Declining enrollment in boundaries, however we receive overflow from other campuses and have constant registration throughout the year.

# Student Academic Achievement

## Student Academic Achievement Summary

Paso Del Norte students receive a quality education with rigorous instructional standards that adequately prepares them for the STAAR. 2017/18 results are evidence of continuous student achievement.

### STAAR Results 2017/18

Area Tested	#Tested	Approches	Meets	Masters
Reading	774	80.9	49.1	26.1
Math	776	84.6	53.6	23.3
Science	282	81.2	48.2	23
Social Studeis	137	73.7	38	19.7
Writing	247	75.3	50.6	13.8

## Student Academic Achievement Strengths

Implementation of a Comprehensive Balanced Literacy program to include: guided reading, fluency and comprehension following the Daily Five Model. Professional learning communities at Paso Del Norte include: administration, teachers, SCEI and counselors that provide an opportunity to plan vertical and horizontal alignment of curriculum in content specific areas based on data analysis, intervention counseling for At-Risk students as well as academic support for special populations including English language learners, special education, and economically disadvantaged students.

Campus wide STAAR Reading Scores increase by 1.46% in 2017/18. With an overall Mastery increase in Reding increase of 4%.

Campus wide STAAR Science Scores increased by 1.85 % in 2017/18. With an overall Mastery increase of 8.8%.

Campus wide STAAR Social Studies Scores increased by 8.17%.

Campus wide STAAR Writing Scores increased by 4.31%.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 5th grade math meets scores in 2017/18 are 7.3% lower than previous year. **Root Cause:** Lack of interventions for Tier 1 students.

**Problem Statement 2:** 4th grade math meets and mastery percentage decreased in 2017/18. **Root Cause:** Level of questioning and engagement of math.

**Problem Statement 3:** 7th grade math STAAR scores decreased by 1.1% in 2017/18. **Root Cause:** Percentage of students achieving meets decreased by 2.4% from previous year.

**Problem Statement 4:** At Paso Del Norte 0% of 8th grade sped students did not pass STAAR Social Studies performance indicator was a 4. **Root Cause:** Campus and district instructional leaders did not provide teachers and students with curricular resources to include co-teach model in Social Studies because we prioritize staffing of co-teach in Reading and Math.

**Problem Statement 5:** At Paso Del Norte 9 of 25 Sped. students met standards on the writing STAAR, which resulted in 36% and performance level 3. This includes 4th and 7th grade students. **Root Cause:** 0 out of 13 fourth grade special education students did not meet grade level STAAR expectations in the content area of writing resulting in a 100% failure rate. 1 out of 6, 7th grade special education students did not meet grade level STAAR expectations in the content area of Writing resulting in a 16% passing rate. 2 out of 6 students who did not pass STAAR have a substantial gap and had a readi

**Problem Statement 6:** At Paso Del Norte 13 of 33 White students met standards on the Reading STAAR, which resulted in 39% which did not meet the closing gaps requirement of 60% . 13 of 33 White students met standards on the Math STAAR, which resulted in 39% which did not meet closing gaps requirement of 59%. **Root Cause:** Campus instructional leaders observations and feedback weekly basis on identified population. Campus instructional leaders communicate and model instructional expectations to teachers and give teachers opportunities to practice for identified population



# School Processes & Programs

## School Processes & Programs Summary

Paso Del Norte is committed to providing rigorous and relevant instruction to all students, keeping in mind that we are preparing them to be individuals that have a positive impact on our community. Most importantly, our students will possess the knowledge and skills to succeed in a global community. Paso Del Norte students have enjoyed great academic successes the past few years. PDN is implementing AVID strategies throughout the campus. The AVID site team is comprised of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers.

Teachers are provided common grade level planning time to collaborate. A variety of assessments, district, teacher-created, and administrator required, are utilized in the district and on the campus. After school interventions are provided as well.

Paso Del Norte School has been upgrading its technology equipment as well as increasing its use over the past year. We recently purchased over 60 hand held devices in an effort to place technology in every classroom. Teachers have expressed confidence in their proficiency levels with laptop and desktop computers. We have provided training throughout the school year in using technology for teaching and evaluation (e.g. Edmodo, Plickers, Kahoot). Students use technology regularly and routinely and attend the computer lab on a weekly basis.

In Socorro ISD, students are released early one day per month so that teachers can receive professional development that is presented by both school administrators and Instructional Coaches. District initiatives and trainings are funneled to teachers through the administration and the leadership team. During PLC meetings, teachers plan for the following week's instruction and share teaching strategies.

## School Processes & Programs Strengths

This year 100% of our 8th graders who took algebra passed the EOC exam. Paso Del Norte will include high school courses during the instructional day to include: Algebra, STEM, and Spanish.

Professional learning communities meet weekly. A 52-minute period has been developed in the master schedule for all grade levels to meet weekly. The overall climate of the campus has improved this year. Many new initiatives have been implemented to reward students, such as the AAA for students who have a great attitude and reward system during lunch to encourage good behavior. Celebrating students, teachers and staff is done in a systematic manner.

Social Emotional Learning is incorporated in the daily schedule for all grade levels. Students receive Top 20 Lessons on character building daily. Our bullying incidents have decreased by 40% in 2017/18 school year.

Recent trainings attended by the Paso Del Norte staff include: Balanced Literacy Framework, Guided Math Block, Math Stations, and Blended Learning.

Administrators and leadership team will continue to support teachers, so they can refine their skills in using the strategies in all the above mentioned programs. Walkthroughs will continue in order to identify and provide continued support for the staff.

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

**Problem Statement 1:** Number of portable devices for teachers to use with students. **Root Cause:** 1:1 ratio is not currently available.

**Problem Statement 2:** Teachers integration of blended learning. **Root Cause:** Lack of technology on campus.

# Perceptions

## Perceptions Summary

Paso Del Norte is continuously looking for ways to promote a positive school culture that involves parents and the community. Administrators, faculty and staff work together to increase the involvement and communication with the parents. This is done through opportunities for parents to become involved in every aspect of their child's academic success. Parents are invited to an Open House at the beginning of the year where they meet their child's teacher. Throughout the year they are invited to volunteer meetings and they are provided opportunities to be more involved among their child's education. STAAR night is an opportunity for parents to learn about the State assessment. In 2018/19 PDN will be hiring a CIS worker to assist with community outreach programs.

In October PDN host a Fall Festival which incorporates partners in educational and it celebrate our community. In addition, PDN host a Spring family dance to bring our parents and students together to enjoy one another.

## Perceptions Strengths

PDN incorporated an intensive and purposeful campus-wide Social & Emotional Learning program equipped with a designated time-frame, curriculum, materials and support for students and teachers. Bullying incidents decreased by 40% in one year.

- Parents are invited to trainings in the areas of academics, parenting, nutrition and educational opportunities. Parents were invited to a STAAR information night. Parents of Middle School students are offered information about future college plans through Collegiate Forums and military families are invited to special sessions dedicated to welcoming them to the school and community. PDN hosted a military night
- PDN's administrative team, involves parents in all aspects of their child's education. Fundraising provide the campus with money to purchase student incentives and necessary items that the campus could not purchase otherwise. Outside canopies that protect parents, students and teachers from the elements were purchased through these funds. A monthly newsletter goes out to parents to keep them informed of upcoming events and any other pertinent school information. This year PDN continued with implementation of Watch DOGS, WATCH D.O.G.S. (Dads Of Great Students) is an innovative father involvement program. The Parents are always welcome at the school and volunteers are always on hand to assist teachers and students. The GIVE (Get Involved in Education) volunteer program has approximately 25 volunteers that were consistently at the school.
- These activities are a sampling additional activity in which parents can participate: Parent Teacher Conferences, Fall Festival with performances from Fine Arts Students, Spelling Bee, Open House, Terrific Kids, Student awards assemblies, Penguin Patch, end of year field days, field trips, Latino Literacy program, book fairs and 8th grade Farewell Assembly.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Library hours are limited to families. **Root Cause:** Schedule of librarian and lack of assistance in a K-8th campus.

**Problem Statement 2:** Student access to library lessons. **Root Cause:** PDN has nine grade levels with one half-day library aide.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: August 21, 2018

**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 2018-2019 school year, Paso Del Norte will train all teachers on social and emotional learning. We will develop and implement a plan of action to ensure that 100% its stakeholders feel safe at school and school events. Our students will have a platform daily to deal with social and emotional problems.

**Evaluation Data Source(s) 1:** 2018-2019 student discipline referrals and outcries to counselors.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers and staff receive professional development on safety drills, teachers receive lesson plan to instruct students on emergency procedures, to include visitor pass requirements, restrictions on exits other than designated area, and verifying identification upon early pick up.	2.4	Administrators, teachers	Sign-in sheet from trainings			
2) Campus Emergency Operations Procedures is revised and updated annually per district guidelines.	2.4	Assistant Principal	Sign in sheets upon district and campus update.			
3) Hall Pass will be installed at the front entrance of the school. All visitors will be required to sign in.	2.4	Principal	Daily visitor logs			
= Accomplished                = 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 2018-2019 school year, Paso Del Norte will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:** Documentation of Completion of Requirements

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Safety Drills will be conducted per district guidelines.	2.4	Assistant Principal	Safety Drill/Fire Drill Log			
2) Safety inspection to include appropriate usage of extension cords, limitation of spray products, restrict usage of personal appliances, posted evacuation maps, caution of obstruction due to electrical panels and fire extinguishers.	2.4	Assistant Principal	District/Fire Marshall Inspection Report			
= Accomplished                = 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 2018-2019 school year, the number of bullying-related incidents reported at Paso Del Norte will decrease by 15%.

**Evaluation Data Source(s) 3:** Bullying reports, K-12 Alerts

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase awareness of bully protocol among students, staff, and community. Clarification of definition of bullying-related incidents. PDN will purchase top 20 material to implement lessons during SEL class period.	2.4, 2.6	Assistant Principal, Counselors	Incident Reports			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
2) Implement Connect with Kids and the Olweus Bullying Prevention Program through use of the program materials, resources and surveys.	2.4, 2.6	Counselors	Teacher meeting logs			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
3) All students and staff are required to wear identification cards at all times while on district property .	2.4	Administration and SRO	Identification of keeping our students safe			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
= Accomplished                 = 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:** For the 2018-2019 school year, Paso Del Norte special education students meeting the standard in reading will increase from 35.3% to 60%.

**Evaluation Data Source(s) 1:** 2018-2019 STAAR Results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>PBMAS</b></p> <p>1) SIOP strategies will be used for all ELL students.</p>	2.4, 2.6	Administration, SCEI Coaches, Classroom Teachers	EOY iStation, TCM, TELPAS scores STAAR Results, Increase in number of students meeting LPAC exit criteria			
<p>2) Purchase supplement materials to assist students in accomplishing their IEP goals. To include District Instructional Curriculum and support materials. Wilson Introductory set to target dyslexia instructional support. To include purchase of snacks for Saturday tutoring and Summer School.</p>	2.4, 2.6	Administration, Special Education teachers	Common assessment, IEP's, STAAR scores, iStation			
<b>Funding Sources:</b> 211 - Title I, Part A - 3500.00						
<p>3) Purchase supplemental materials for students in all classrooms to improve instruction in Math, Reading, Writing, and Science. Offer tutoring sessions to at-risk students and/or students in need after school, Saturdays, during intersession, and in the summer.</p>	2.4, 2.6	Administration, and teachers	Common assessment, IEP's, STAAR scores, iStation			
<b>Funding Sources:</b> 211 - Title I, Part A - 14000.00, 199 - General Fund: SCE - 10146.00						
= Accomplished                = 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:** By May 2019, Paso Del Norte shall increase the level of ELL math scores in 3rd grade in approaches grade level from 52% to 85%.

**Evaluation Data Source(s) 2:** 2018-2019 STAAR Results

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monitor performance data through the use of Eduphoria heat maps for student assessment.	2.4, 2.6	Administration, SCEI coaches, and teachers	STAAR Performance, EOC Results			
 = Accomplished  = No Progress  = Discontinue						

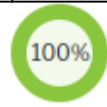
**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3:** Paso Del Norte will increase Math STAAR Overall scores from 84.3% approaches to above district average of 86%.

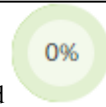
**Evaluation Data Source(s) 3:** 2018-2019 STAAR Results

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement a 90 minute Guided Math model using TRS daily in elementary grades to include concrete manipulatives, direct instruction, guided instruction and learning stations or centers for reinforcement and acceleration. Lessons will be based on the 5E model and will follow the Fundamental Five.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> 2) Assist students struggling in math by providing targeted tutoring interventions: After school, Saturdays, intersession, and summer. Formative assessment is used to address deficiencies throughout the unit utilizing a small groups to one-to-one model while spiraling gaps. To include licences for IXL Math	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 10146.00, 211 - Title I, Part A - 4000.00					
3) Provide staff development to teachers on math strategies and activities beneficial for struggling students in grades K-8, to include Marcia Tate and Kagan Strategies.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00						
4) Provide students with intervention and STAAR practice materials, such as Mentoring Minds, STAAR Ready TCM Reading and Math Intervention Kits, Lone Star Learning, Measuring Up, STAAR Master and other resources such as Education Galaxy (Liftoff math) as an adapted intervention program that will also encourage student success. All 8th grade students will have access to a graphing calculator for Math Assessments.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
<b>Funding Sources:</b> 211 - Title I, Part A - 1100.00						



= Accomplished



= 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:** Paso Del Norte will increase STAAR 2017-18 Science Meets scores of 48.2% by 5% in 2018 to 2019.

**Evaluation Data Source(s) 4:** 2018-2019 STAAR Results

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement a comprehensive science program for all grade levels using the 5E model.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
2) Implement Science lessons that incorporate Hands-on Labs, United Streaming, Study Island, PLTW and Stemsscopes.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
<b>Funding Sources:</b> 211P-Title I School Improvement Grant - 6000.00, 211 - Title I, Part A - 750.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
3) ) Purchase computers and projectors for classrooms to allow teachers to implement computer based programs. To include projector pens and compatible projector bulbs. Also, to purchase supplemental reading programs such as iStation, Education Galaxy, Edusmart, Learning A-Z, and Compass Learning. Provide tutoring opportunities after school, on Saturdays, during intersession, and in the summer for students at-risk and/or in need.	<b>Funding Sources:</b> 211 - Title I, Part A - 49000.00, 199 - General Fund: SCE - 10146.00					
= Accomplished                = 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:** Paso Del Norte will increase STAAR 2017-18 Social Studies Meets scores of 38% by 10% in 2018-19. At Paso Del Norte for 2019 eight 8th grade sped students will take the STAAR Social Studies test. PDN's goal is to improve to performance indicator 1, which will require 4 of 8 students to pass STAAR Social Studies.

**Evaluation Data Source(s) 5:** 2018-2019 STAAR Results

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement a comprehensive Social Studies program incorporating the Fundamental Five, Interactive Student Notebooks (ISN), ,SIOP, Marcia Tate, and Kagan strategies in order for students to gain a deeper understanding of US History. Social Studies Readiness Review will be implemented to assist with interventions and assessment. To include online resources.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
2) 2019 school year campus instructional leaders identified the 8 sped students that require extra support. Teacher and students will be provided opportunities to receive extra support in a small group setting, to include after school tutoring, Saturdays, intersession, summer, and classroom assistance.	2.4	Administrator and Teacher	More student support and progress to be successful on 8th grade social studies STAAR.			
<b>Funding Sources:</b> 199 - General Fund: SCE - 10146.00, 211 - Title I, Part A - 4000.00						
= Accomplished                = 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:** Paso Del Norte will increase STAAR Writing Masters Grade Level 2017-18 Scores of 13.8% by 10% in 2019.







In 2019, Paso Del Norte writing level expectation will be a 2 for our Sped population. A total of 18 Sped students in 4th and 7th grade will take the Writing STAAR. 9 of 18 will need to meet performance standards to meet level 2. The annual goal for the campus will be to obtain a 40% passing rate amongst our special population of seventh grade special education students taking the Reading STAAR meaning 4 out of 10.

**Evaluation Data Source(s) 6:** 2018-2019 STAAR Results

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement, display as well as purchasing book of the Month and resources. Bulletin boards using student writing. Writing samples will be collected and submitted for Literary Anthology.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3100.00					
2) Implement the writing process that is vertically and horizontally aligned and includes the following components: grammar and usage, spelling, capitalization, punctuation, knowledge of the different writing genres and STAAR preparation across all content areas. Also, provide students with intervention and STAAR practice materials, such as Mentoring Minds and STAAR Ready. Resources such as Empowering Writers will be utilized.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
	<b>Funding Sources:</b> 211 - Title I, Part A - 800.00					
3) The Fundamental Five will be implemented in each K-8 classroom as a framework for instruction.	2.4, 2.6	Administration, SCEI Coaches, Teachers	iStation, TCM, common assessments, STAAR			
4) Provide the necessary materials to implement AVID in All grade classrooms to include posters and other instructional materials such as ISNs for Cornell Notes, Organization, and Writing. License fees will be paid on a yearly basis. Students in grades 3-8 will be provided 3 ring binders.	2.4, 2.6	Administration, SCEI Coaches, Teachers, Counselor	Implementation Checks			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
<b>PBMAS</b> 5) Provide tutoring for struggling learners after school, Saturdays, summer, and during intersession.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	iStation, TCM, common assessments, STAAR			
	<b>Funding Sources:</b> 244 - CTE - 12000.00, 199 - General Fund: SCE - 10146.00, 211 - Title I, Part A - 4000.00					



6) Fourth grade special education students will be provided with a variety of opportunities to receive intervention and supports throughout the year. Seventh grade special education students will be provided with a variety of opportunities to receive intervention and supports throughout the year.	2.4, 2.5	Admin, SCEI and Writing Teachers	6 out of 10 Seventh grade special education students that have taken the Fall pre-assessment have made gains in the Writing Fall benchmark.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**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:** 5th Grade students will increase reading scores by 6% in mastery. ELL population meeting standard in reading will increase by 10% by May 2019. ELL/ Bilingual populations will have access to technology resources such as Rosetta Stone, Microsoft Translator and other educational programs and apps to support LEP students' language attainment and comprehension.

Creating a campus passionate about reading, the library will purchase a new collection that will be available for all students to cultivate literacy.

**Evaluation Data Source(s) 7:** 2018-2019 STAAR Results

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) Will provide differentiated reading strategies and instruction for LEP Students. Will purchase Rosseta Stone and other resources as needed to support our LEP students. Will include the purchase of of library books to update and replace old outdated books.	2.4, 2.6	Administration, SCEI Coaches, Teacher	Evidence of increase through walkthroughs, increase in student achievement.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 19000.00					
= Accomplished                          = 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:** 5th grade Math STAAR Masters Grade Level score of 25% will increase by 20% in 2018-19.

**Evaluation Data Source(s) 8:** 2018-2019 STAAR Results

**Summative Evaluation 8:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement a 90 minute Guided Math model using TRS daily in elementary grades to include concrete manipulatives, direct instruction, guided instruction and learning stations or centers for reinforcement and acceleration. Lessons will be based on the 5E model and will follow the Fundamental Five.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	Common assessments, STAAR			
 = Accomplished  = 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:** Students will be recognized for academic and citizenship through award ceremonies. Family engagement and celebration of academic success. In addition, school climate will increase.

**Evaluation Data Source(s) 9:** Academic success on final report cards and STAAR results 2018-19

**Summative Evaluation 9:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) End of the year ceremonies that will include family engagement to honor and celebrate student academic gains and status.	3.1, 3.2	Counselors and Administrators				
	<b>Funding Sources:</b> 211 - Title I, Part A - 2210.00					
= Accomplished                          = 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 2018-2019 school year, 80% of teachers will rate as proficient (as measured by T-TESS, walkthroughs, etc.) in all domains.

**Evaluation Data Source(s) 1:** T-TESS Evaluations

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Classroom Walk-throughs targeting domains with specific areas of concern.	2.4, 2.6	Administration, SCEI Coaches	Improvement in delivery of instruction for a specific domain			
2) Teachers will attend professional development to improve best practices. Train Teachers in Differentiated Instruction, Lead4ward and the Fundamental Five.	2.4, 2.6	Administration, SCEI Coaches	T-TESS Observations			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
3) Provide T-TESS training for all teachers during summer staff development.	2.4, 2.6	Administration	Improvement in delivery of instruction			
= Accomplished                = 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 2018-19 school year, Paso Del Norte will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** Certification Records

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective




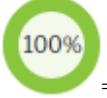
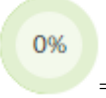

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Ensure that all teachers at Paso Del Norte meet the Highly Qualified criteria.	2.4, 2.6	Administration	Teacher retention			
2) Provide teachers opportunities to grow professionally through mentoring to include modeling of best practices in the classroom and collaboration opportunities with colleagues. Fourth grade teachers will attend AVID professional development opportunities, and third grade teachers will attend refresher courses. Social Emotional Learning will provided as a professional development for teachers to implement in the classroom. Teachers will receive PD that will target interactive word walls and getting the most out of word walls for student learning. To include the purchase of books for Professional development	2.4, 2.6	Administration, SCEI Coaches	Sign-in sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00					
= Accomplished                = 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 3:** The number of teachers in grades 6th-8th at Paso Del Norte who are ESL certified will increase from 3 to 5 by May 2019.

**Evaluation Data Source(s) 3:** Certification Records

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Encourage additional certification for classroom teachers into bilingual or special education.	2.4, 2.6	Administration	Certification documentation			
 = Accomplished  = 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:** By the end of the 2018-19 school year, an increase of one Bilingual certified teacher will occur at each grade level.

**Evaluation Data Source(s) 4:** Certification Records

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development for teachers on House Bill 5.	2.4, 2.6	Counselors	Agenda, sign-in sheets			
2) Provide professional development on House Bill 5 for teachers during early release days.	2.4, 2.6	Counselors	Agenda, sign-in sheets.			
= Accomplished                = No Progress                = Discontinue						



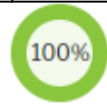
**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

**Performance Objective 1:** Paso Del Norte will increase the number of parent engagement opportunities from 2 times a month in 2017-18 to 5 times a month in 2018-2019.

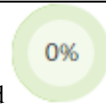
**Evaluation Data Source(s) 1:** Documentation of parent/family engagement sessions

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Offer training sessions for parents at least twice a month that cover topics that will provide strategies for the home-school connection such as Family Frameworks or Nutrition classes.	3.1, 3.2	CIS	End of year attendance logs			
2) Purchase supplies and materials for parent involvement to include: -refreshments for meetings and/or conferences -supplies, furniture and equipment for parental involvement -attendance at Father-Son & Mother-Daughter Conferences	3.1, 3.2	CIS	End of year attendance logs			
<b>Funding Sources:</b> 211 - Title I, Part A - 1400.00						
3) Implement the Latino Family Literacy Project and offer these classes to parents of K-8 ELL students.	2.4, 3.1, 3.2	Administration, SCEI Coaches, Teachers, Parent Liaison	Attendance logs, increase in report card grades			
4) Continue implementing the Watch DOGS, WATCH D.O.G.S. (Dads Of Great Students) program	3.1, 3.2	Counselors	Attendance logs			
5) Provide training to Parents on STAAR Strategies and access to Think Through Math and iStation	2.4, 3.1, 3.2	Administration, Counselors, Teachers	Attendance logs			
6) Communicate with parents and the community by hosting Coffee with the Principal every 9 weeks.	3.1, 3.2	Administration	Parent sign-in sheets			



= Accomplished



= 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:** Paso Del Norte will monitor the required monthly notifications, sent via newsletters, email, etc. to parents, business, and community members to ensure 100% community outreach monthly in 2018- 2019.

**Evaluation Data Source(s) 2:** Records of communications

**Summative Evaluation 2:** Met Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus calendar and classroom calendar is sent home on a monthly basis. All-call system is used as necessary to all or targeted audiences.	2.4, 2.6	Administration, Librarian, Parent Liaison	Increased parent participation			
 = Accomplished  = 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:** Paso Del Norte will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education by approaching 1 extra business a month which will increase our partnership by 5% by May 2019.

**Evaluation Data Source(s) 3:** Documentation of established partnerships

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Paso Del Norte will host community involvement extracurricular activities, such as parent nights, Open House, and the Fall Festival.	3.1, 3.2	Administration, Parent Liaison, Teachers	Increased parental involvement			
 = Accomplished  = 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:** By May 2019, Paso Del Norte will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Documentation of sessions

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development for personnel working in the front desk, specifically office personnel with direct contact with parents such as clerks and CIS worker.	2.4, 2.6	Administration	Sign-in sheets			
 = Accomplished  = 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 5:** In 2018-2019, Paso Del Norte will host 4 Library Community Nights to involve parents with student literacy.

**Evaluation Data Source(s) 5:** Documentation of sessions

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Library community nights with parents.	2.4, 2.5, 2.6, 3.1, 3.2	Administration CIS Librarian Teachers	Increased parent involvement; greater student achievement in reading.			
= Accomplished                = 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 1:** For the 2018-2019 school year, 65% of all students in all special education at Paso Del Norte 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:** STAAR Results, PBMAS Reports

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide data feedback sessions in order for teachers to understand their data and develop an appropriate plan of action for students.	2.4, 2.6	Administration, SCEI Coaches, Teachers	Increase academic performance in each sub group			
2) Students will take an active role in their learning by monitoring their progress and setting monthly goals.	2.4, 2.6	Counselors, Teachers	iStation, STAAR reports			
3) A data room will be maintained to display student/campus data.	2.4, 2.6	SCEI Coach	iStation, Checkpoint, STAAR data			
4) Professional Learning Communities (PLCs) will be held every Friday to review student data and plan for the following week's instruction.	2.4, 2.6	Administration, Teachers	iStation, Checkpoints, STAAR			
= Accomplished                = 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 2018-2019 school year, 100% of Paso Del Norte teachers will monitor and participate in the RTI process at all grade levels which will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 2:** Documentation of RTI meetings

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Response to Intervention meetings to formulate specific interventions based on student learning deficiencies and focus on the intervention until mastery	2.4, 2.5, 2.6	Administration, Counselors, Teachers	Increased 9 weeks grades			
2) Address the specific needs of Migrant or Homeless students and the challenges of new environments, adapting to state educational standards and meeting new peers and teachers.	2.4, 2.5, 2.6	Administration, Counselors, Classroom Teachers	Increased attendance and academic progress			
= Accomplished                = 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 2018-2019 school year, the attendance rate for all students will increase by 1.5% over the attendance rate of 96.04% from the previous year.

**Evaluation Data Source(s) 3:** 2018-2019 Attendance Rate

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The school's Attendance Committee will meet every monthly to review student attendance.	2.4, 2.6	Campus Administrators Counselors Attendance Committee	Weekly Reports Semester reports LOC reports			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	1	1	SIOP strategies will be used for all ELL students.
2	3	2	Assist students struggling in math by providing targeted tutoring interventions: After school, Saturdays, intersession, and summer. Formative assessment is used to address deficiencies throughout the unit utilizing a small groups to one-to-one model while spiraling gaps. To include licences for IXL Math
2	6	5	Provide tutoring for struggling learners after school, Saturdays, summer, and during intersession.
2	7	1	Will provide differentiated reading strategies and instruction for LEP Students. Will purchase Rosseta Stone and other resources as needed to support our LEP students. Will include the purchase of library books to update and replace old outdated books.
2	9	1	End of the year ceremonies that will include family engagement to honor and celebrate student academic gains and status.

# State Compensatory

## Budget for Paso Del Norte School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$142,000.00
	<b>6100 Subtotal:</b>	<b>\$142,000.00</b>

## Personnel for Paso Del Norte School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Albert Aguirre	Library Aide	SCE	.50
Lorraine Cardiel	At-Risk Instructional Aide	SCE	1
Maria Ochoa	Teacher	SCE	1
Maria Richardson	CSR Teacher	SCE	.83
Melanie Tobias	CSR Teacher	SCE	1
Monica Chavez	SCEI Coach	SCE	1
Rubi Rios	SCEI Coach	SCE	1
Sandra Kirchner	CIS	SCE	.50

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Kirchner	CIS	Title I	.50

## 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Sally Elizondo	Kinder
Classroom Teacher	Aurora Flores	1st
Classroom Teacher	Yvette Varela	2nd
Classroom Teacher	Corrine Orozco	3rd
Classroom Teacher	Michelle Ballez	4th
Classroom Teacher	Cindy Romo	5th
Classroom Teacher	Maria Quintana	6th
Classroom Teacher	Katherine Johnson	7th
Classroom Teacher	Maria Ochoa	8th
Classroom Teacher	Greseth Diego	Special Ed
Administrator	Nathan Ballard	Principal
Paraprofessional	Claudia Rivera	Secretary
Community Representative	Sandra Kirschner	CIS
District-level Professional	Yvonne Vallejo	DSC
SCEI	Rubi Rios	SCEI/ EPAC Rep
Counselor	Monica Flores	Counselor
Administrator	Ana Carroll	Assitant Principal

# District Funding Summary

<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	3			\$10,146.00
2	3	2			\$10,146.00
2	4	3			\$10,146.00
2	5	2			\$10,146.00
2	6	5			\$10,146.00
<b>Sub-Total</b>					<b>\$50,730.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Master Teacher SEL materials		\$3,000.00
1	3	3			\$1,000.00
2	1	2	Supplemental materials for studnets in Special Ed.		\$3,500.00
2	1	3			\$10,000.00
2	1	3			\$4,000.00
2	3	2			\$4,000.00
2	3	3			\$2,000.00
2	3	4	. All 8th grade students will have access to a graphing calculator for Math Assessments.		\$1,100.00
2	4	2	PLTW Software		\$750.00
2	4	3	TECHNOLOGY		\$45,000.00
2	4	3			\$4,000.00
2	5	2			\$4,000.00
2	6	1		211.11.123.24.00.000.6329.2119A	\$3,100.00
2	6	2			\$800.00
2	6	4			\$3,000.00



2	6	5			\$4,000.00
2	7	1			\$19,000.00
2	9	1	2500		\$2,210.00
3	1	2	PROFESSIONAL DEVELOPMENT		\$3,000.00
3	2	2			\$15,000.00
4	1	2			\$1,400.00
<b>Sub-Total</b>					\$133,860.00
<b>244 - CTE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	6	5	Funding to pay personnel for tutoring		\$12,000.00
<b>Sub-Total</b>					\$12,000.00
<b>211P-Title I School Improvement Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	4	2			\$6,000.00
<b>Sub-Total</b>					\$6,000.00
<b>Grand Total</b>					\$202,590.00