

Weslaco Independent School District
Dr. R.E. Margo Elementary
2018-2019 Campus Improvement Plan



Mission Statement

As future leaders of school and community, students will be provided a win-win environment to synergize as a learning community and become successful citizens.

Vision

At Dr. R. E. Margo Elementary we will provide opportunities for students to become 21st Century Learners, Leaders, and Innovators.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. R. E. Margo Elementary is located 5 miles north of the Mexican Boarder in Weslaco, TX. Weslaco has a population of 39,029 of those individual 20% are foreign born. The community is predominately biliterate and biculture. The median annual income is \$36,157 which is far less than comparable communities in Texas.

Currently Margo has a population of 930 students of which 98% are Hispanic and 2% are white. Of those students 88% are Economically Disadvantaged and 63% are At-Risk. Other demograpic information inculdes 28% English Language Learners, 10% Special Education, 5% Gifted and Talented and 4% Migrant.

Our school has a total of a 86.4 Staff members of which 16.5 are paraprofessionals, 69.2 are teachers, 9.6 are Professioal support and 1 campus Administrator. Most of the teachers at our campus are veteran teachers we have 1 beginning teacher, 6 teachers with 1-5 years of experience, 3 teachers with 6-10 years of experience, 17 teachers with 11-20 years of experience and 32.2 teachers with over 20 years of experience.

Our school is a TEA "A" rated school with 5 Distinctions in the areas of Language Arts/Reading, Science, Academic Growth, Closing the Gap and Post Secondary Readiness with a 97.5 attendance rate.

Demographics Strengths

-Attendance rate for the 2017-2018 school year was at 97.1%

-teacher turnover is almost non existint, average years of experience at campus is 19.1

-85% of teachers have 10 or more years of classroom experience

-campus leadership team has a combined 93 years of education experience

-63% of classroom teachers are Bilingual certified

-5 Distinctions earned on the Spring 2018 STAAR Assessment (ELA/Reading, Science, Student Progress, Closing the Perfomance Gap and Postsecondary

Readiness)

-100% of indicators met on Closing the Gaps

-418 points earned of 559 possible points in Academic Growth on STAAR Test

-83% of all test at approaches Grade Level or Above

-51% of all test at Grade Level or Above

-24% of all test at Masters

-42% or above English Language Proficiency Status met

-There were 246 students combined that tested on TELPAS out of those students 61% scored at Advanced/Advanced High, 33% scored at an Intermediate level and 7% were beginners

Problem Statements Identifying Demographics Needs

Problem Statement 1: : 88% of our school population is economically disadvantaged and 63% are At-Risk therefore there is a high need for improvement in all core content areas. **Root Cause:** Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency).

Student Academic Achievement

Student Academic Achievement Summary

Dr. R. E. Margo Elementary is a TEA "A" rated school. 83% of our student in 3rd-5th scored at Approaches or higher. 42% or higher of ELL students met the ELP Target on TELPAS. 62% of our students population is at a TEIR 1 on Istation.

STAAR Summary Data

STAAR	All Students	ED	Migrant	LEP	SE	GT	At Risk
3 rd Reading	83%	79%	33%	81%	43%	100%	76%
3 rd Math	86%	82%	67%	96%	29%	100%	81%
4 th Reading	70%	65%	80%	58%	27%	100%	52%
4 th Writing	49%	45%	40%	33%	18%	100%	26%
4 th Math	84%	80%	80%	76%	36%	100%	69%
5 th Reading	94%						
5 th Math	96%						
5 th Science	94%	92%	0	95%	79%	100%	86%

Student Academic Achievement Strengths

-Our student population in 3rd-5th grade earned 5 distinctions and garnered our school a TEA "A" rating.

-66% of our English Language learners scored at Advanced or Advanced High on TELPAS subsequently earning all the points in closing the achievement gap in the English language measure.

-On the Top 25% Comparative Closing the Gap we tied for 1st with Benavides Elementary in Brownsville, Texas with a CTG scaled score of 100.

-On the Comparative Academic Growth we tied for 7th again with Benavides Elementary in Brownsville, Texas with an AG scaled score of 80.

-As far as STAAR we met most of the goals that were set in the previous year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need for improvement in the area of writing since only 49% of all 4th graders met standard. Only 33% of ELL students met standard on the 4th grade Writing test and of those none performed at a masters level. **Root Cause:** Students lack a foundation in their writing skills. Not enough emphasis is placed on teaching the writing process in the lower grades to develop students, specifically our ELL students to become strong independent writers.

School Processes & Programs

School Processes & Programs Summary

Dr. R. E. Margo employs a hiring committee comprised of administrators, counselors, support staff and grade level teachers. This committee is firm on hiring staff who is highly qualified and keen on accepting the school vision and mission.

New teachers are provided a mentor teacher and receive support from the administrative staff, including district level support to ensure success.

At Dr. R. E. Margo we meet with our teachers every Friday for Flashback Fridays in order to provide best practices training, to discuss benchmarks and to inform them of expectations. At this same time the administrative staff listens to concerns and we collaborate to make informed and wise decisions which are best for the whole campus and student population.

We meet to review and analyze student benchmark DATA, Istation Lexile levels, IRI reading levels, Imagine Math Quintile levels in order to drive instruction. Focus on where students have not done as well and discuss best practices to help improve in that area.

Administrative staff coaches teachers and provide feedback to help them improve their craft.

School Processes & Programs Strengths

-Low teacher turnover

-GT Trained Teachers

-Bilingual Certified Teachers

-Flashback Fridays

-Strong and committed parental involvement program

-Strong and committed librarian and library staff that help in the promotion of the district and campus goal of improving reading skills through reading challenges like MyOn

-Student committees that promote heritage, recycling, music and leadership

-Monthly staff meetings to discuss and inform staff on event, activities, data and expectations for that month.

-Weekly news letter to communicate weekly campus activities

-Monthly calendar to communicate monthly activities for both staff and parents

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for improvement of how professional development is planned. **Root Cause:** During Flashback Fridays the desegregation of DATA is not being targeted to plan staff development that would be impactful to student success.

Perceptions

Perceptions Summary

Dr. R. E. Margo Elementary is a Leader in Me School which prides itself in educating our students not only in acadamia but in citizenship. Our students are taught the 7 Habits of highly effective individuals in hopes that they will use them to make decisions that will affect their schooling and personal lives in positive ways.

Our SBDM committee meets once monthly to discuss concerns tied to curriculum and such.

Each grade level has a parental grade level meeting in order to inform parents of expecations and other pertinent information that affects their children.

Teachers meet with parents on an individual basis to discuss expectations, Parent, Teacher, Student Compact, progress and attendance.

We are involved in many community programs such as the Giving Tree, Ronald McDonald House, Vannie E. Cook Foundtation, and we have a Veteran's Program to honor those who serve our country.

Perceptions Strengths

-Meet the Teacher Night

-Tech Night

-Literacy Night

-America Goes Back to School/Leadership Rally

-Veteran's Day Program

-Staff Picnic

-Career Day

-The Giving Tree

-College Quarter Wednesdays

- Vannie E. Cook Foundation
- Parent Engagement Workshops
- Nutrition Classes
- MANOS Program
- HEB Read
- WEHHS Practicum in Education and Training
- Community relationship with the retirement community (Winter Texans)
- Jump Rope for Heart
- Ronald McDonald House (Pull Tab Collection)
- Recognize all birthdays via announcements, with pencils and a birthday crown.
- Very active parental engagement program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a peer mentoring program to assist students with discipline, academics and attendance. **Root Cause:** There is a high number of At-Risk students and not enough staff to mentor each student effectively.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, 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
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

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

Goals





Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 1:

At the end of the 2018-2019 school year, there will be a 10% increase from last year on the social studies end of year benchmark

Evaluation Data Source(s) 1: Lesson plans
benchmarks
informal assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The students will be provided effective reading strategies using state adopted social studies materials in KG-5 and other resources such as Social Studies Weekly 3rd-5th and online resources like Britannica online.</p>	2.4, 2.5	Administrative Staff Teachers	Improved reading scores Improved benchmark results Improved STAAR scores				
Funding Sources: General Fund - 0.00							
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.



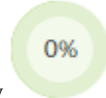

Performance Objective 2: By Spring 2019 the number of students who scored at Meets on the Science STAAR Assessment will increase from 54% to 60%. At the end of the 2018-2019 school year there will be a 10% increase from last year on the science end of year benchmark (KG-5)

Evaluation Data Source(s) 2: STAAR DATA

Benchmark DATA

Color Band DATA

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) The students will be provided the opportunity to explore science concepts and processes through hand on experiences, investigations, laboratory experiments and lecture. -FOSS -Measuring Up -State Adopted Curriculum -Stemscope -TEKS Resources _Pebble Go</p>	2.4, 2.5, 2.6	Administrative Staff Teachers	Improved CBA results Improved Benchmark results Improved STAAR results				
Funding Sources: General Fund - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Students struggling with science objectives will attend Saturday Science camps.</p>	2.4, 2.5, 2.6	Administrators	Improved scores on CBA's , benchmarks and STAAR				
Funding Sources: State Comp Ed (SCE) - 3280.00							
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 3: By Spring 2019 the percentage of students who score at the Approaches Level on the Mathematics STAAR Assessment will increase from 89% to 92%.

The percentage of all students who take the 2019 end of year mathematics benchmark will increase by 5% from the prior year.


Evaluation Data Source(s) 3: STAAR DATA

Benchmark DATA

Color Band DATA

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment.</p>	2.4, 2.5, 2.6	Administrative Staff Math Strategiest	Improved mathematics, science and reading skills Improved CBA results Improved Benchmark results Improved STAAR results				
Funding Sources: Title 1, Part A - 92438.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>2) Integrate the application of technology to promote a blended learning environment.</p> <p>-Imagine Math -Reasoning Minds -Reflex Math -Envision Math (Pearson)</p>	2.4, 2.5, 2.6, 3.2	Administrative Staff Math Strategiest	Improved individual student knowledge CBA Benchmarks Classwork STAAR				
Funding Sources: General Fund - 81513.00							

Comprehensive Support Strategy Critical Success Factors CSF 1 3) Incorporate math process standards including problem solving strategies to strengthen students oral and written communication. -Sharon Wells -TRS Performance Assessments -Math Warm Ups -Imagine Math -Reasoning Minds	2.4, 2.5, 2.6	Administrative Staff Math Strategiest	Improved CBA results Improved Benchmark results Improved STAAR results				
	Funding Sources: State Comp Ed (SCE) - 4224.00						
Critical Success Factors CSF 1 CSF 4 4) Students struggling in mathematics will receive additional tutoring during Saturday Camps.	2.4, 2.5, 2.6	Administrators	Improved mathematics scores on benchmarks, CBA's and STAAR				
	Funding Sources: State Comp Ed (SCE) - 3280.00						
Critical Success Factors CSF 1 5) 5) Tutoring provided during class time by paraprofessionals.	2.4, 2.5, 2.6	Tutoring Logs Admin Teachers	Improved math concept acquisition Improved benchmarks Improved STAAR Results				
	Funding Sources: State Comp Ed (SCE) - 161202.00						
							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 4: By Spring 2019, the percentage of students who score at the Approaches level on the STAAAR Reading assessment will increase from 83% to 88%.

By Spring 2019, the percentage of students who score at the Approaches level on the STAAR Writing assessment will increase from 52% to 62%.

By the end of the 2019 school year the percentage of students reading at grade level will increase by 5% from the prior year.



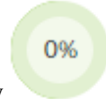

Evaluation Data Source(s) 4: STAAR DATA

Istation
IRI's

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) In KG-Grade 5 teachers will implement a balance literacy program:</p> <ul style="list-style-type: none"> -5 components of reading -read aloud -shared reading -guided reading -independent reading -writing -grammar mechanics -spelling -handwriting 	2.4, 2.5, 2.6	Administrative Staff Language Arts Strategiest	Improved reading skills Improved writing skills Improved grammar skills Improved Istation Scores Improved time and books read on MyOn Improved penmanship Improved CBA's Improved Benchmarks Improved STAAR				
Funding Sources: State Comp Ed (SCE) - 101113.00							

<p align="center">Critical Success Factors CSF 4</p> <p>2) Improve reading fluency using the following programs and strategies:</p> <ul style="list-style-type: none"> -independent reading -MyOn -Istation -High Frequency words/phrases -Readers Theater -Classroom libraries -Magazines -Periodicals -Computer programs -Build Up Readers 	2.4, 2.5, 2.6	Administrative Staff Language Arts Strategist	Improved overall reading levels Improved CBA's Improved Benchmarks Improved STAAR				
<p>Funding Sources: State Comp Ed (SCE) - 1500.00</p>							
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Implement an organizational framework for teaching writing.</p> <ul style="list-style-type: none"> -Write across the curriculum -Reading and Writing Connections through the Write Time for Kids -TEKS Resource System -Consumables -Writing Academy -Quick Writes 	2.4, 2.5, 2.6	Administrative Staff Language Arts Strategist Six Weeks Writing CBA's	Improved writing skills Improved CBA's Improved Benchmarks Improved STAAR				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Struggling students will be provided tutoring for reading and writing during Saturday Camps.</p>	2.4, 2.5, 2.6	Administrators Tutoring Logs	Improved scores on CBA's, benchmarks and STAAR				
<p>Funding Sources: State Comp Ed (SCE) - 3280.00</p>							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Implement the use of web based programs such as:</p> <ul style="list-style-type: none"> -Study Island -Learning Farm -Istation -MyOn -Waterford -Starfall 	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Administrators Teachers CTC</p>	<p>Overall improvement in reading and writing</p>				
<p>Funding Sources: State Comp Ed (SCE) - 37202.00, Title 1, Part A - 37852.00</p>							
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 5:





All students will be provided with a high a quality education through effective programs to complete elementary school and be prepared to be successful in middle school and high school.

By the end of 2018-2019 school year increase college readiness by at least 5% and minimize gap between sub populations to less than 5%.

Evaluation Data Source(s) 5: Post-secondary readiness and closing the performance gap on STAAR and benchmark data.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment.</p> <p>-Red Ribbon Week -Just Say NO -Leader In Me</p>	2.4, 2.5, 2.6	Administrative Staff District Staff Teachers Counselors	Students will understand that their lives are important and drugs do not have a place for them. Improved character and choice making.				
Funding Sources: Title 1, Part A - 42019.00							
<p>Critical Success Factors CSF 6</p> <p>2) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.</p>		District Staff Campus Staff Teacher Counselor	Students will have the capacity to make decisions that are based on effective leadership. They will be able to get along and communicate feelings to one another.				
<p>Critical Success Factors CSF 6</p> <p>3) Implement a strong conflict resolution program that promotes positive relationships and student success.</p> <p>-Leader In Me -Restorative Discipline -Counseling Classes</p>	2.5, 2.6	Administrative Staff District Staff Teachers Counselors	Students will be equipped with the skills needed to make effective decisions				

<p>Critical Success Factors CSF 6</p> <p>4) Will increase College and Career Readiness by at least 5% by closely monitoring students and providing Response to Intervention for all students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrative Staff Teachers Counselors Parents</p>	<p>Improved CBA results Improved Benchmark results Improved STAAR CCRS Overall improvement in understanding Level 3 questions</p>				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 6: By Spring 2019, the percentage of ELL students who score at the Approaches level on the STAAR reading assessment will increase from 77% to 82%; in writing, the percentage of ELL students who score at the Approaches level will increase from 33% to 60%.

Evaluation Data Source(s) 6: STAAR DATA

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide a 15 minute independent reading time where students select a book of their choice. Teachers will conference with students as they walk around checking for fluency and comprehension.</p>		Teachers Administrators Counselors Librarian	Reading fluency and comprehension of text will be improved.				
Funding Sources: General Fund - 0.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Incorporate word of the day during the morning announcements. Teachers will continue to review the word and use it throughout their instructional day and week.</p>	2.4, 2.5, 2.6	Administrators Teachers	Improved vocabulary Improved CBA results Improved Benchmark results Improved STAAR results				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will use the Write Time for Kids to teach grammar and writing.</p>	2.4, 2.5, 2.6	Administrators Central office language arts strategiest	Improved writing skills Improved CBA results Improved Benchmark results Improved STAAR results				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will address the writing process to help students create high quality compositions that are coherent, well developed and proper use of grammar and grade level spelling.</p>	2.4, 2.5, 2.6	Administrators Language Arts Strategiest	Improved writing Improved CBA results Improved Benchmark results Improved STAAR results				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Teachers will work with ELL students to help them improve their reading skills and comprehension skills by using SIPPS program.</p>	2.4, 2.5, 2.6	Administrators	Improved reading fluency and comprehension.				
<p>Funding Sources: State Bilingual/ESL - 1026.00</p>							
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 7: By May 2019 all identified Special Education Students in grades 3-5 will have 10% gains in the areas of reading and mathematics STAAR Assessment.

Evaluation Data Source(s) 7: Spring 2018 STAAR results
Benchmark DATA
Color Bands

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency.</p>	2.4, 2.5, 2.6	Administrators	Improved fluency and decoding skills Improved reading				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Special Education teachers will implement the Earobics program during the regular pull out program to help improve phonological awareness and auditory processing skills.</p>	2.4, 2.5, 2.6	Administrators Special Education District Leadership Team	Improved reading skills				
Funding Sources: State Special Education - 0.00							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Special Education teachers will collaborate with regular education teachers to implement Pearson Mathematics, Imagine Math and Sharon Wells strategies to improve understanding of mathematical processes.</p>	2.4, 2.5, 2.6	Administrators Special Education District Leadership Team	Improved math skills Improved CBA's Improved Benchmarks Improved STAAR				
Funding Sources: State Special Education - 0.00							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Special education teachers and special education paraprofessionals will collaborate in educating students with diverse learning needs via the use of special programs, techniques and other methods to meet the needs of all their students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Strategist Special Education Directors</p>	<p>Improved social skills, daily living skills and academic achievement.</p>				
<p>Funding Sources: Title 1, Part A - 28148.00</p>							
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 8: 100% of students identified as Gifted and Talented will score at Level III/Advanced Academic Performance of the Spring 2019 STAAR Assessment in the areas of reading, writing, math and science.

Evaluation Data Source(s) 8: STAAR DATA
Color Band DATA

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will collaborate with GT teacher to desegregate assessment DATA to monitor progress and ensure GT students are making the gains necessary to reach Advanced Academic progress by Spring 2019.</p>	2.4, 2.5, 2.6	Administrators GT Teacher Regular Education Teacher Advanced Academic Coordinator	Improved STAAR CCRS				
Funding Sources: State Gifted and Talented (G/T) - 0.00							





Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 9: By the end of 2019 80% of the campus wide migrant students will be reading at grade level.

Evaluation Data Source(s) 9: IRI's

Istation
 Benchmarks

Summative Evaluation 9:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Migrant students will use the Plato Web Learning and the LightSpan Program during Migrant lab time to improve their reading skills.	2.4, 2.5, 2.6	Administrators Migrant District Team	Improved reading and mathematics skills Improved STAAR scores Improved benchmark results				
Funding Sources: General Fund - 0.00							
Critical Success Factors CSF 1 CSF 2 2) Migrant paraprofessional staff will desegregate STAAR DATA to focus on and tutor students in areas of need in grades 4th and 5th.	2.4, 2.5, 2.6	Administrators Migrant District Team	Improved STAAR scores Improved Benchmark results Improved reading skills				
Funding Sources: General Fund - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 10: 100% of students will participate in Fine Arts.

Evaluation Data Source(s) 10: Daily Schedule

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Implement State adopted music program: Quaver -Music K-8 Magazine -Portfolios (Art)	2.5	Administrators Fine Arts Director	Improved understanding of music and art history. -Improved reading skills -Improved math skills				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.





Performance Objective 11: 90% of students at Margo Elementary will be reading on grade level at the end of the 2018-2019 school year.

Evaluation Data Source(s) 11: Istation Reports

- MyOn Reports
- 2019 STAAR Results
- EOY Benchmarks
- EOY reading inventories

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement reading promotions, programs and projects that foster a love of reading</p> <ul style="list-style-type: none"> -Flashlight Friday -MyOn Challenges -Texas Bluebonnet Award Program -Students Thrilled About Reading Hall Libraries -Read Across America Week -National Library Week -Six Flags Read to Succeed Program -Author Visits -National Read A Book Day-Book It! Pizza Hut Incentive Reading Program -Little Free Library -Book Character Pumpkin Contest -Constitution Day-Mimi Constitution Giveaway -International Dot Day -"Haunting for Books" -Scholastic Book Fairs -The Giving Tree Project _ Chinese New Year Celebration -District Literacy Night -Campus Literacy Night -Battle of the Books -Poem in My Pocket Week -Weslaco Public Library Card Sign Up Week -Classroom Library Contest 	<p align="center">2.6</p>	<p>Librarian District Library Coordinator Administrators</p>	<p>Improved student reading achievement Improved Benchmark results Improved STAAR results Improved EOY Istation Results Increased reading time on MyON</p>				
<p>Funding Sources: Title 1, Part A - 37300.00, State Comp Ed (SCE) - 37940.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 12: 100% of students will participate in Physical Education and fulfill the time requirements of such program.


Evaluation Data Source(s) 12: Daily Schedule

Summative Evaluation 12:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Implement district adopted material such as: -Spark (Physical Ed and Health) -Adventures to Fitness and the state adopted health books	2.5	Administration Athletic Director	Students will have an increased knowledge of healthy habits to reach healthy zones.				
2) Test all 3rd-5th graders on the Fitness Gram to assess Aerobic capacity, muscular strength, endurance, flexibility and body composition		Administration Athletic Director	The students through proper exercise will reach healthy body zones.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.

Performance Objective 1: 100% of Margo Staff and students will employ safe and secure digital citizenship behaviors.

Evaluation Data Source(s) 1: Digital Citizenship Week

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Digital Citizenship Week (Common Sense) TECH Night	2.5	Administrators CTC Librarian	Students adhere to technology district policies, guidelines and rules which will positively affect character and decision making which will ensure that they are good digital citizens.				
Funding Sources: State Career and Technical - 0.00							


Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.


Performance Objective 2: 100% of Dr. R. E. Margo Students will participate in activities that promote safe and drug free schools including character building.


Evaluation Data Source(s) 2: Red Ribbon Week
Just Say No Week
Leader in Me


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Just Say No Week Red Ribbon Week Anti Bullying Week	2.5	Counselors Administrators Teachers	Students will learn that healthy and drug free bodies are important to educational success. Students will learn how to get along with others and make decisions where everyone wins.				
Critical Success Factors CSF 6 2) Empowered to Lead Rally Career Day	2.5	Counselors Administrators Teachers	Empower students to be leaders and take an active role in school. Provide students with an opportunity to learn about careers and initiate the process to make long term career goals.				
Critical Success Factors CSF 1 CSF 6 3) Teachers will provide students with activities that promote the 7 Habits of Highly Effective Leaders.	2.4, 2.5, 2.6	Administrators	Students will be provided the skills to take an active role in being proactive thinkers who make decisions based on what's best for all parties involved.				
Critical Success Factors CSF 6 4) A Junior Lighthouse Team will be selected to discuss student ideas and concerns.	2.5	Lighthouse Team Administrators Counselors	Empower students to be active participants in their school.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.

Performance Objective 3: 100% of teachers will use technology in the classroom to better implement a blended learning environment.

Evaluation Data Source(s) 3: Lesson Plans

- Walkthroughs
- Google Classroom
- Imagine Math
- Relex Math
- Reasoning Minds
- Istation
- Waterford
- Learning Farm
- Education Galaxy
- Pebble Go
- Stemscopes
- STARFALL
- Pearson Online

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will initiate the use of google classroom in the classroom in order to create a blended learning environment		Administrators Lesson Plans	Students become independent learners				
2) Teachers will use computers, Chromebooks and printers in their classrooms in order to implement a blended environment.		Administrators Lesson Plans Walkthroughs	Independent learners who are building their reading and mathematics capacity				
							





Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Parental engagement will help increase STAAR results in all content areas by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 5</p> <p>1) Parent Specialist will recruit parents and community members to participate in volunteer in place (VIP) Program in areas such as: -teacher material assistance -special events -field trips -decision making committees -MANOS -tutorin-beautification of the school</p>	3.1, 3.2	Parent Specialist Administrators Parental Involvement Director	Increase parental-community engagement and collaboration to increase students success.				
Funding Sources: Title 1, Part A - 71522.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Provide parenting sessions that address homework and how to come prepared to school.</p>	3.1, 3.2	Parent Specialist Administrators Parental Involvement Director	Increase home and school relations that impact student academic achievement.				
Funding Sources: Title 1, Part A - 0.00							
<p>Critical Success Factors CSF 5</p> <p>3) Provide parental meetings to increase parental knowledge of: -school policy -school compact -curriculum -parental involvement -District Standards for Student Achievement according to, District, TEA, ESSA and TIR requirements.</p>	3.1, 3.2	Parent Specialist Parental Involvement Director	Parents will increase their knowledge of district and state expectations for students therefore having a positive effect of student success and achievement.				
Funding Sources: Title 1, Part A - 0.00							





Critical Success Factors CSF 5 CSF 6 4) Promote and develop parent/teacher/student compact and parental involvement school policy.	3.1, 3.2	Parent Specialist Parental Involvement Director Administrators	An agreement that supports home school commitment for student progress and success.				
	Funding Sources: Title 1, Part A - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 5) Promote family literacy by providing ESL classes, reading workshops, HEB 3 READ and parenting with community and district literacy programs.	2.4, 2.5, 2.6, 3.1, 3.2	Parental Specialist Administrators District Parental Involvement Director	Increase family literacy success.				
	Funding Sources: Title 1, Part A - 0.00						
Critical Success Factors CSF 5 6) Provide nutrition classes to ensure healthy students and comply with Senate Bill 19 -Diabetes Awareness -Better Family Life for Texas -Superior Home Health -Texas A&M Nutrition Program	3.1, 3.2	Parental Specialist Parental Involvement Director	Students and families will make healthy decisions that will impact their bodies and brains thus insuring academic achievement.				
	Funding Sources: Title 1, Part A - 0.00						
Critical Success Factors CSF 5 7) Provide early childhood trainings (Pre-K and Kindergarten) -Family Latino Program -HEB 3 -Reading Workshops	2.4, 2.5, 2.6, 3.1, 3.2	Parental Specialist Parental Involvement Director	3 and 4 year olds will be better equipped to enter school with a wider knowledge base that will impact their academic achievement in a positive and successful way.				
	Funding Sources: Title 1, Part A - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 2: 100% of Margo students will participate in community projects that produce responsible citizens.

Evaluation Data Source(s) 2: Discipline referrals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be provided opportunities to be involved in community based projects such as: -Hurricane Harvey Relief Fund -Box Tops for Education -Ronald McDonald Pull Tab -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Assembly -Literacy/Leadership Night	2.5	Librarian District Library Coordinator Administration	School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others.				
	Funding Sources: General Fund - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High quality, research-based training development and support for all employees.

Performance Objective 1: In order to improve instruction for all student populations, teachers will participate in capacity building and staff development.

Evaluation Data Source(s) 1: STAAR results, Curriculum Based Assessment (CBA), Benchmarks, Independent Reading Inventories (IRI), Istation, other informal assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Ensure that staff have received professional staff development: -TEKS Resource System -Student Learning Objective -Blended Learning -Istation -Reasoning Mind -Imagine Math -Best Practices Conference -RGV Teachers for Math Conference -Guided Reading -Teacher Networking Observations -Flashback Fridays -The Writing Academy -Include materials and equipment necessary to meet staff development needs.</p>		Administrators Language Arts Strategist Math Strategist	Improve assessment results and student academic performance.				
Funding Sources: State Special Education - 0.00							
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Teachers in grade K-5 will attend district Professional Learning Communities meetings to support language arts, math, social studies, and science curriculum frameworks.</p>		Administrators Language Arts Strategist Math Strategist Social Studies Strategist Science Strategist	Improve teachers pedagogy and craft along with student academic achievement.				



Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Integrate the application of technology to promote a blended learning environment. -Imagine Math -Reasoning Minds -Reflex Math -Envision Math (Pearson)
1	3	3	Incorporate math process standards including problem solving strategies to strengthen students oral and written communication. -Sharon Wells -TRS Performance Assessments -Math Warm Ups -Imagine Math -Reasoning Minds
1	4	3	Implement an organizational framework for teaching writing. -Write across the curriculum -Reading and Writing Connections through the Write Time for Kids -TEKS Resource System -Consumables -Writing Academy -Quick Writes
1	6	1	Provide a 15 minute independent reading time where students select a book of their choice. Teachers will conference with students as they walk around checking for fluency and comprehension.
1	6	2	Incorporate word of the day during the morning announcements. Teachers will continue to review the word and use it throughout their instructional day and week.
1	6	3	Teachers will use the Write Time for Kids to teach grammar and writing.
1	6	4	Teachers will address the writing process to help students create high quality compositions that are coherent, well developed and proper use of grammar and grade level spelling.
1	7	1	Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency.
1	7	2	Special Education teachers will implement the Earobics program during the regular pull out program to help improve phonological awareness and auditory processing skills.
1	7	3	Special Education teachers will collaborate with regular education teachers to implement Pearson Mathematics, Imagine Math and Sharon Wells strategies to improve understanding of mathematical processes.
4	1	1	Ensure that staff have received professional staff development: -TEKS Resource System -Student Learning Objective -Blended Learning -Istation -Reasoning Mind -Imagine Math -Best Practices Conference -RGV Teachers for Math Conference -Guided Reading -Teacher Networking Observations -Flashback Fridays -The Writing Academy -Include materials and equipment necessary to meet staff development needs.

State Compensatory

Budget for Dr. R.E. Margo Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.109.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,023.00
164.13.6119.00.109.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,241.00
164.11.6129.00.109.8.30	6129 Salaries or Wages for Support Personnel	\$99,774.00
164.11.6129.00.109.8.34	6129 Salaries or Wages for Support Personnel	\$18,782.00
164.11.6129.27.109.8.30	6129 Salaries or Wages for Support Personnel	\$53,245.00
164.12.6129.00.109.8.30	6129 Salaries or Wages for Support Personnel	\$29,981.00
164.23.6129.00.109.8.30	6129 Salaries or Wages for Support Personnel	\$23,535.00
164.11.6141.00.109.8.30	6141 Social Security/Medicare	\$1,022.00
164.11.6141.00.109.8.34	6141 Social Security/Medicare	\$272.00
164.11.6141.27.109.8.30	6141 Social Security/Medicare	\$1,030.00
164.12.6141.00.109.8.30	6141 Social Security/Medicare	\$435.00
164.23.6141.00.109.8.30	6141 Social Security/Medicare	\$341.00
164.11.6142.00.109.8.30	6142 Group Health and Life Insurance	\$23,116.00
164.11.6142.00.109.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.109.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.109.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.109.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.109.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.27.109.8.30	6143 Workers' Compensation	\$213.00
164.12.6143.00.109.8.30	6143 Workers' Compensation	\$90.00
164.13.6143.00.109.8.30	6143 Workers' Compensation	\$271.00
164.23.6143.00.109.8.30	6143 Workers' Compensation	\$71.00

164.11.6143.00.109.8.30	6143 Workers' Compensation	\$300.00
164.11.6143.00.109.8.34	6143 Workers' Compensation	\$56.00
164.11.6145.00.109.8.30	6145 Unemployment Compensation	\$89.00
164.11.6145.00.109.8.34	6145 Unemployment Compensation	\$17.00
164.11.6145.27.109.8.30	6145 Unemployment Compensation	\$64.00
164.12.6145.00.109.8.30	6145 Unemployment Compensation	\$27.00
164.13.6145.00.109.8.30	6145 Unemployment Compensation	\$81.00
164.23.6145.00.109.8.30	6145 Unemployment Compensation	\$21.00
164.11.6146.00.109.8.30	6146 Teacher Retirement/TRS Care	\$2,244.00
164.11.6146.00.109.8.34	6146 Teacher Retirement/TRS Care	\$423.00
164.11.6146.27.109.8.30	6146 Teacher Retirement/TRS Care	\$2,366.00
164.12.6146.00.109.8.30	6146 Teacher Retirement/TRS Care	\$675.00
164.13.6146.00.109.8.30	6146 Teacher Retirement/TRS Care	\$2,031.00
164.23.6146.00.109.8.30	6146 Teacher Retirement/TRS Care	\$530.00
6100 Subtotal:		\$451,261.00
6200 Professional and Contracted Services		
164.13.6219.57.109.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.109.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Dr. R.E. Margo Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adana Baldonado	Instructional Aide (Pre-K)	Margo Elementary School	1
Annalisa Hernandez	At Risk Attendance Clerk	Margo Elementary School	1
Jose Sanchez	Instructional Aide	Margo Elementary School	1
Lesvia Rivera	Technology Aide	Margo Elementary School	1
Manuela Miller	Campus Technology Coordinator	Margo Elementary School	1
Maria Lucy Herrera	Campus Instructional Facilitator	Margo Elementary School	1
Maria Velasquez	Instructional Aide	Margo Elementary School	1
Suzette Alton	Instructional Aide	Margo Elementary School	1
Sylvia Guerra	Library Aide	Margo Elementary School	1
Vacancy	Technology Aide	Margo Elementary School	1
Veronica Dena	Instructional Aide	Margo Elementary School	1

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)

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,280.00
1	3	3			\$1,470.00
1	3	3			\$2,754.00
1	3	4			\$3,280.00
1	3	5			\$130,351.00
1	3	5			\$30,851.00
1	4	1			\$101,113.00
1	4	2			\$1,500.00
1	4	4			\$3,280.00
1	4	5			\$320.00
1	4	5			\$36,882.00
1	11	1			\$37,940.00
Sub-Total					\$353,021.00
Budgeted Fund Source Amount					\$491,896.00
+/- Difference					\$138,875.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$92,438.00
1	4	5			\$37,852.00
1	5	1			\$42,019.00
1	7	4			\$28,148.00
1	11	1			\$37,300.00
3	1	1			\$71,522.00
3	1	2			\$0.00

3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
Sub-Total					\$309,279.00
Budgeted Fund Source Amount					\$365,216.00
+/- Difference					\$55,937.00
Grand Total					\$662,300.00