

Lockhart Independent School District
Alma Brewer Strawn Elementary
2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Perceptions

Perceptions Summary

Professional Learning Community

A.B. Strawn Elementary works as a professional learning community to best plan for student learning. Each grade level works as a professional learning community to discuss what we want students to learn, how students will learn, and how we will know students have learned it. Additionally, teachers discuss how to respond when students have not mastered and mastered the learning targets. PLCs review curriculum documents and data to help plan for student learning. Teachers will maintain data profiles and meet with the principal for data meetings throughout the school year.

Family Home Connection

A.B. Strawn Elementary teachers and staff value our school community. We work hard at building relationships with students and families. We understand that our students each have their own story and we work at honoring these stories. We believe our students bring assets from home to the learning experience including linguistic, familial, and communal strengths. We work at being trauma informed and understand that our students also come from homes with distinct situations. We understand that our students and their families may have economic challenges. However, we believe in supporting them with a strengths based approach. We work hard at challenging deficit thinking. We communicate with student's families via teacher newsletters and technology programs such as Dojo and Seesaw. We host parent events and parent conferences. We invite parents to problem solving meetings through our student support team meetings and discuss response to intervention strategies. We create action plans for individuals in crisis situations.

Perceptions Strengths

A. B. Strawn identifies the following perceptions strengths:

1. Our work is student centered. We do what we do for and because of students.
2. We believe in the power of we as we work as teams in professional learning communities.
3. We have a familial lens to our school community. We are family and we respect the families in our community.
4. We respond to our students needs and are responsive to student crisis situations.
5. We have a strengths-based lens and believe that students' stories should be honored.
6. We build relationships with students', families, and each other.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in the 2019-2020 school year.

Performance Objective 1: During the 2019-2020 school year, 80% of students in grades K-8 will make 1.5 years growth progress in reading.

Evaluation Data Source(s) 1: Istation data, checkpoint data, running records data

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will provide guided reading instruction to students on a weekly basis using leveled literacy library books.</p>		Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	1.5 years of growth in reading as measured and monitored with running records, Istation, and checkpoints. Increase growth in all performance levels of checkpoints (approaches, meets and masters).				
Funding Sources: 199 - General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Classroom and intervention support staff will utilize Istation data to target instruction for all students during intervention and enrichment time.</p>		Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	<p>The data gathered from ISIP will better inform decisions made by staff which will result in an increase in individual goal achievement.</p> <p>Priority reports will provide teachers instructional data to use for intervention planning.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Teachers will meet weekly in Professional Learning Communities to review student work and data, IFDs, and the lesson cycle to make data informed decisions when planning instruction focused on information text.</p>		Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	<p>Principal will monitor weekly lesson plans.</p> <p>Student work and checkpoints will show an increase in mastery.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish	<p>Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically.</p> <p>Coaching cycles will occur for all teachers every 12-15 walkthroughs in order to increase the effectiveness of Tier 1 instruction.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Students will be encouraged to read books and complete and pass at least 1 Accelerated Reader test per week within their ZPD.</p>		Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Librarian, Misty Hinkley (Lead), Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	<p>Students reading more will impact student reading growth.</p> <p>Student names will be displayed on the A/R wall, and classroom displays.</p> <p>Prizes will be awarded monthly in the classrooms and every nine weeks in school-wide AR celebration.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>6) Strawn will host one literacy events a semester that encourages students to read at home and provide parents with books.</p>		Principal, Analeasa Holmes Assistant Principal, Kassie Parrish RTI Lead Teacher, Daliene Hendon (Lead), Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	<p>Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the literacy nights were a positive experience.</p>				
Funding Sources: 211 - Title I-A - 750.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>7) Special education teachers will monitor student progress and review data from Istation and checkpoints.</p>		Principal, Analeasa Holmes Assistant Principal, Kassie Parrish, Special Education Teachers, Camille Howe (Lead) and Rosalinda Perez	Principal will monitor student progress to ensure student growth. Special education teachers and classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) A committee of Bilingual teachers will meet every six weeks to review student data to include: ISIP, Dream Box, Reflex, running records, student work and checkpoint data.		Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish, RTI Lead Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Improve LPAC committee decisions directly impacting student success.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>9) 4th and 5th grade students who showed regression in performance will receive additional targeted support.</p> <p>3rd Grade will continue to be monitored for student progress.</p>	2.4, 2.5, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	Students will make progress in checkpoints and STAAR.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>10) Teachers will receive professional development and coaching in guided reading strategies.</p>	2.4, 2.5, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	<p>The quality of guided reading instruction and questioning will improve, directly impacting student learning and achievement.</p> <p>The quality of questions turned into the campus principal will report an increase in rigor based on questioning rubric.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 11) Teachers will receive professional development on the TEKS Resource System (TRS) components to plan and implement effective instruction.</p>		Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	Increase growth in all performance levels (approaches, meets and masters).				
<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 2: Every student (grades K-5) will make 1.5 years progress in math in the 2019-2020 school year.

Performance Objective 1: During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years growth progress in math.





Evaluation Data Source(s) 1: Renaissance Learning, checkpoint data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teacher will engage students in math talks daily.</p>		Principal, Analeasa Holmes (Lead), Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Administration will target walkthroughs for math talks.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Students will meet recommended weekly usage of Dreambox (15 minutes, 3 times a week).</p>		Principal, Analeasa Holmes Assistant Principal, Kassie Parrish (Lead) RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Teachers will review weekly reports to ensure students are meeting their required weekly minutes. Administration will monitor student usage weekly.				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) The campus will follow the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Further, Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically Coaching cycles will occur for all teachers every 12-15 walkthroughs in order to increase the effectiveness of Tier 1 instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Strawn will host one math event each semester to encourage students to engage in math at home.</p>		Principal, Analeasa Holmes Assistant Principal, Kassie Parrish (Lead) RTI Teacher, Daliene Hendon (Lead), Lead teachers: Stephanie Fleissner, Arizbeth Ramirez, Evelyn Salazar, Jonathan Gutierrez, Erika Perez, Isela Olivares, K-5 classroom teachers	Parents will be exposed to a variety of strategies that can be incorporated in the home. Parent survey will show 70% of parents felt the math nights were a positive experience.				
Funding Sources: 211 - Title I-A - 300.00							
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Special education teachers will monitor student progress and review math data and checkpoints.</p>		Principal, Analeasa Holmes Assistant Principal, Kassie Parrish Special Education Teachers, Camille Howe (Lead) and Rosalinda Perez	Special education teachers will monitor their students using the student data profile sheets to include Dreambox, checkpoint, and Renaissance Learning data.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Teachers will receive professional development on the TEKS Resource System (TRS) components to plan and implement effective instruction.		Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish District Academic Instructor, Andrea Whatley (Lead)	Increase growth in all performance levels (approaches, meets and masters).				
<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: Every English learner at A.B. Strawn Elementary will make growth in math and reading.

Performance Objective 1: 80% of English learners in grades 4-5 will make progress on the math and reading STAAR assessment.

Evaluation Data Source(s) 1: STAAR data for math and reading

Summative Evaluation 1:

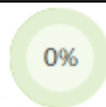
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Teachers will use multiple student data points to make intentional decision regarding language of instruction. These data points will be kept up to date on the student data profile sheet.</p>	2.4, 2.5, 2.6	Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, 3-5 Bilingual classroom teachers	<p>Teachers will be able to make data driven decisions that directly impact instruction.</p> <p>Checkpoint data will show individual student progress due to the alignment in language of instruction and assessment.</p>				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Bilingual students in grades 3rd - 5th who are at the intermediate level of TELPAS will be assessed using the Woodcock-Munoz language proficiency assessment.</p>		Principal, Analeasa Holmes (Lead) Assistant Principal, Kassie Parrish RTI Teacher, Daliene Hendon, 3-5 Bilingual classroom teachers	<p>This data will support language of instruction.</p> <p>Checkpoint data will show progress as the alignment of language of instruction will be aligned to individual student language proficiency.</p>				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 4: A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.

Performance Objective 1: In order to encourage a healthy sense of self, build on critical thinking skills, and responsibility for self and others, students at Strawn Elementary will embrace leadership opportunities for students.

Evaluation Data Source(s) 1: Number of student led positions on the campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) The PBIS committee will work with student organizations to enhance leadership opportunities in the school, including: student council, patrols, and the National Elementary Honor Society.	2.5, 2.6	Principal, Analeasa Holmes Assistant Principal, Kassie Parrish Classroom Teachers	Students will gain a greater sense of confidence and experience in leadership directly impacting the district's goal of educating the whole child. The more connected each student is to the campus and the increase in self-confidence and belonging will directly impact student mental health and safety. Student leadership roles from previous years to this current school year will show improvement. Additionally, a student survey at the beginning and end of year will reveal effectiveness of strategy.				
<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: A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.

Performance Objective 2: A.B. Strawn will build teacher capacity by embracing leadership opportunities for all staff.

Evaluation Data Source(s) 2: Professional development led by staff, campus surveys, leadership team surveys, planning community events.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teacher leaders will mentor new to the profession staff.</p>	2.4, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	<p>Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) The campus leadership team will build teacher leader capacity by participating in professional development that directly aligns to educational leadership.</p>	2.4, 2.5, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Leadership Team	<p>By building leadership capacity in teachers, they will be better able to lead their team's in instruction.</p>				
<p>The ABS leadership team will participate in book studies that focus on culture and educational leadership.</p>	Funding Sources: 199 - General Fund - 0.00						
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will participate in professional learning communities.</p>	2.4, 2.5, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish, Classroom Teachers	<p>Teachers will gain a better understanding of the standards therefore providing a greater depth of rigor resulting in an increase in student achievement.</p> <p>Student checkpoint data and employee surveys will be used to measure effectiveness.</p>				

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

Goal 4: A.B. Strawn Elementary will provide a positive, healthy and safe environment for students and staff.

Performance Objective 3: Students and staff at A.B. Strawn Elementary will be celebrated at a minimum of twice a month.

Evaluation Data Source(s) 3: Assembly awards are given for AR, attendance, growth in reading and math and exemplifying the 7 mindsets.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Students will be celebrated at each monthly assembly for AR, attendance, growth in reading and math, and exemplifying the 7 mindsets.	2.4, 2.5, 2.6	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Celebrating students will increase students' social emotional health and maintain a positive school climate.				
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers will share weekly celebrations at faculty meetings.	2.4	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Teachers will seek and share the positives that occur each day with each other and students, contributing to the overall positive climate. The "Leading the Pride" award will be used to measure effectiveness.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Teachers will receive monthly celebrations for meeting their personal monthly attendance goals.	2.4	Principal, Analeasa Holmes, Assistant Principal, Kassie Parrish	Increase in teacher attendance. AESOP management system will measure effectiveness as well as number of awards given to celebrate teacher attendance.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide guided reading instruction to students on a weekly basis using leveled literacy library books.
1	1	2	Classroom and intervention support staff will utilize Istation data to target instruction for all students during intervention and enrichment time.
1	1	3	Teachers will meet weekly in Professional Learning Communities to review student work and data, IFDs, and the lesson cycle to make data informed decisions when planning instruction focused on information text.
1	1	4	The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.
1	1	5	Students will be encouraged to read books and complete and pass at least 1 Accelerated Reader test per week within their ZPD.
1	1	7	Special education teachers will monitor student progress and review data from Istation and checkpoints.
2	1	1	Teacher will engage students in math talks daily.
2	1	3	The campus will follow the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.
2	1	4	Strawn will host one math event each semester to encourage students to engage in math at home.
2	1	5	Special education teachers will monitor student progress and review math data and checkpoints.

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Questioning Resources		\$0.00
4	2	2	Professional Development Books		\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Books & Food		\$750.00
2	1	4	Manipulatives and Food		\$300.00
Sub-Total					\$1,050.00
Grand Total					\$1,050.00