

Houston Independent School District
189 Kolter Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kolter is an elementary school made up of 735 students. Kolter is a foreign language magnet school that emphasizes world cultures. Approximately, half of the students that attend live in the zone, while the other accept positions through the School Choice lottery option. Kolter is the Meyerland neighborhood of Houston. The campus has a diverse student population of 37% white, 15% African American, 27% Hispanic and 11% Asian students. Kolter's classes span from PK - 5th grade. Magnet and zoned students participate in two days of foreign language instruction each week and physical education, world cultures, technology, and art the remaining days.

The leadership is comprised of a principal, assistant principal, teacher specialist, counselor, math interventionist and reading interventionist.

Demographics Strengths

Under the 2021-2022 accountability system, Kolter met standard in all three domains (Student Achievement, School Progress and Closing the Gaps) with an overall rating of an A.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): In an effort to ensure economically disadvantaged students and families are provided the community and campus based resources necessary to succeed, we will rollout systems through our Wraparound Specialist in an effort to bridge the gap from home to school **Root Cause:** Failed to provide adequate resources for our economically disadvantaged families.

Student Learning

Student Learning Summary

When examining student achievement scores, such as STAAR, our scores have maintained consistent. In reviewing our 2022 STAAR scores, it is evident that our 3rd-5th grade scores overall remain high with an increase of achievement in the Approach, Meets, and Masters categories. There was a significant loss, about 20%, in 5th grade Mathematics.

The data also revealed that our SPED, EL and our low SES populations are not making the gains seen by our other sub-populations.

With respect to interventions, our math and reading interventionists alongside the admin team, collaborate to develop a structure of interventions through PLCs.

Student Learning Strengths

Overall, students scoring at the Masters level remains high relative to district results.

3rd Grade Math: 59%

3rd Grade Reading: 67%

4th Grade Reading: 55%

4th Grade Math: 51%

5th Grade Reading: 71%

5th Grade Math: 33%

5th Grade Science: 62%

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The data continues to show a student achievement gap between our highest and lowest performing students. Specifically, our special education, EL and low SES students **Root Cause:** Classroom schedules did not include designated intervention times for Tier II and Tier III students.

School Processes & Programs

School Processes & Programs Summary

Kolter is a foreign language magnet school, with close to 40% of the student population living outside of the attendance zone. Our foreign language program includes the opportunity for students to participate in a world cultures class and either a French, Chinese or Spanish language class two days a week. Throughout the year and when allowable, students participate in a musical program performed in their language of study.

Each year over 500 families apply to the magnet program through the School Choice lottery system. Between 50 -70 open spots are available between Kindergarten and fifth grade. Weekly tours are available to parents during the fall semester.

School Processes & Programs Strengths

At Kolter, the culture is truly built on the relationship between the school and its community. This partnership allows for meaningful collaboration to occur on a daily basis. Through weekly communication parents and staff are able to stay informed of activities, curriculum, and expectations (PTO: Talk to me Tuesday) (Staff: Monday Memo or Tuesday Tidbits).

The sense of community transcends throughout the daily processes at Kolter; morning arrival, collaborative planning, volunteer opportunities, and dismissal. Through our mentor program new teachers to Kolter, HISD, and/or new to the profession are able to receive support from veteran teachers and leadership team.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We have not shown an increase in the master's level on STAAR tests over the last few years. **Root Cause:** There have not been specific intervention or enrichment periods built into the daily classroom schedules at Kolter. Therefore, students have not received targeted intervention and enrichment support.

Perceptions

Perceptions Summary

Kolter is a school family that values academic rigor, cultural exploration and nurturing global learners. Kolter has a long-standing reputation as a high-performing school with a focus on rigorous academics and an exploration of one of three languages: Spanish, Chinese or French. Our students and parents join our teachers and community in exploring the sights, sounds and people of the world. Campus decisions are made in conjunction with feedback and input from all stakeholders.

Perceptions Strengths

A strength of Kolter is that there is a strong partnership between the administration team and the PTO. This allows for ALL students to experience a global learning opportunity. Through collaboration with staff and teachers Kolter is able to build relationships that ultimately allows for all students to grow academically and socially.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: We need to continue to integrate all pockets of the community in events and opportunities on campus. **Root Cause:** School level communication.

Priority Problems of Practice

Problem of Practice 1: In an effort to ensure economically disadvantaged students and families are provided the community and campus based resources necessary to succeed, we will rollout systems through our Wraparound Specialist in an effort to bridge the gap from home to school

Root Cause 1: Failed to provide adequate resources for our economically disadvantaged families.

Problem of Practice 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: In 2022-2023, the percent of students scoring at the masters level on STAAR reading will increase 3%, from 67% to 70% on the 2023 STAAR reading test.


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: 90% of students will increase one grade level in reading by the end of the year as measured by Benchmark Running Records in Kindergarten through 5th Grade.

Evaluation Data Sources: Benchmark Running Records








HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase student reading levels by implementing targeted small group instruction using research-based resources. Strategy's Expected Result/Impact: Students' reading levels will increase. Staff Responsible for Monitoring: Administration team, reading interventionist, and classroom teachers. Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Reading Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
Strategy 2: Instructional leaders will monitor the success of the implementation of phonics through Haggerty. Strategy's Expected Result/Impact: Students' reading levels will increase Staff Responsible for Monitoring: Administration team, reading interventionist, and classroom teachers. Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will implement literature circles in grades K-5. Strategy's Expected Result/Impact: Students' reading levels will increase. Staff Responsible for Monitoring: Classroom teachers Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 90% of students identified by BOY 360 Renaissance data as needing Tier II instruction will progress to Tier I status as determined by EOY Renaissance 360 data.

Evaluation Data Sources: BOY and EOY Renaissance data

Strategy 1 Details	Reviews			
Strategy 1: Strategic interventions will be put in place to meet the needs of each student. Strategy's Expected Result/Impact: Progress from Tier II instruction. Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained on how to use data to guide their target instruction. Strategy's Expected Result/Impact: Progress from Tier II instruction. Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Collaborative planning will be implemented to help aid in developing concise objectives that target misconceptions. Strategy's Expected Result/Impact: Progress from Tier II instruction. Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Plan and implement PLCs on small group instruction and resources. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 90% of students will increase one proficiency level or will show growth according to their Percentile Rank on Renaissance 360 Reading Assessment.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily Imagine Language and Literacy usage Strategy's Expected Result/Impact: Increase in proficiency level. Staff Responsible for Monitoring: Administration team and classroom teachers. Action Steps: Plan, implement and monitor small group instruction. Plan learning walks to observe small group instruction and provide specific and actionable feedback. TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize sentence stems during read aloud to generate high level thinking skills. Strategy's Expected Result/Impact: Increase in proficiency level. Staff Responsible for Monitoring: Administration team and classroom teachers. Action Steps: Plan, implement and monitor interactive notebooks. Students will write daily to make daily connections. Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will engage in peer conversations using Keagan strategies and sentence stems to model comprehension. Strategy's Expected Result/Impact: Increase in proficiency level. Staff Responsible for Monitoring: Administration team and classroom teachers. Action Steps: Plan and implement Think Pare Share and Turn and Talk. TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students performing at the masters level on STAAR will increase 3 percentage points from 59% to 62% in the spring STAAR 2023.



Strategic Priorities:






Expanding Educational Opportunities

Measurable Objective 1: 93% of our students who scored "Did Not Meet" on the spring 2022 STAAR Math test will reach the "Approaches" level or higher on the STAAR Math test in the spring of 2023.

Evaluation Data Sources: District Level Assessments, formative assessments, and RTI documentation


HB3 Board Goal







Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide professional development on how to implement small groups, find research-based interventions and resources, and incorporate appropriate manipulatives. Data will drive the development of differentiated instruction that will be delivered through small group instruction.</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction will address learning gaps to help our students grow.</p> <p>Staff Responsible for Monitoring: The administration team, math interventionist, and classroom teachers.</p> <p>Action Steps: Instructional strategies will be introduced during PLCs that are aligned to campus and district expectations.</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate the C-R-A (concrete, representational, abstract) strategies. Allowing for students to make connections through manipulatives and stimuli.</p> <p>Strategy's Expected Result/Impact: Building the foundation that will allow our students grow and understand the why.</p> <p>Staff Responsible for Monitoring: The administration team, math interventionist, and classroom teachers.</p> <p>Action Steps: Instructional strategies will be introduced during PLCs that are aligned to campus and district expectations</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Vocabulary development will be implemented through the Frayer Models, interactive word walls, and making real world connections. Strategy's Expected Result/Impact: Building the foundation that will allow our students grow and understand the why. Staff Responsible for Monitoring: The administration team, math interventionist, and classroom teachers. Action Steps: Instructional strategies will be introduced during PLCs that are aligned to campus and district expectations TEA Priorities: Build a foundation of reading and math Funding Sources: Peer planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 90% of students will increase one grade level in math by the end of the year as measured by Renaissance 360 in Kindergarten through 5th Grade.

Evaluation Data Sources: Renaissance 360 data








Strategy 1 Details	Reviews			
Strategy 1: Implement fact fluency and foundational math skills in daily math lessons. Strategy's Expected Result/Impact: Progress in math proficiency. Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guides TEA Priorities: Build a foundation of reading and math Funding Sources: Peer planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Math stations and Interactive Notebooks that are aligned to weekly curriculum will be included during the math block. Teachers will be trained on how to develop stations that deepens students thinking and spiraling TEKS. Strategy's Expected Result/Impact: Progress in math proficiency Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guides TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will implement formative assessments weekly to check for understanding. Strategy's Expected Result/Impact: Progress in math proficiency Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guides TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: 90% of Tier II and Tier III students will receive small group interventions on a weekly basis and make progress on their progress monitoring goals as measured by Renaissance 360

Evaluation Data Sources: Renaissance 360 data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Small groups will be TEKS based and documented with teacher anecdotal notes. Strategy's Expected Result/Impact: Students will progress from Tier II to Tier 1 status Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guides TEA Priorities: Build a foundation of reading and math Funding Sources: Peer planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will demonstrate mastery through IXL and Imagine Math Strategy's Expected Result/Impact: Students will progress from Tier II to Tier 1 status Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guides TEA Priorities: Build a foundation of reading and math Funding Sources: Peer planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be trained on how to use data to plan and monitor student growth. Strategy's Expected Result/Impact: Students will progress from Tier II to Tier 1 status Staff Responsible for Monitoring: Administration team, classroom teachers and math interventionist Action Steps: Ensure teachers are utilizing Imagine Math, facilitating small group instruction, utilizing both math manipulatives and HISD Planning Guide Funding Sources: Peer professional development - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.



Goal 1: School Progress






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: In the 2022-2023 school year, the number of students in 3-5 grade that score masters on the STAAR Reading and Math will increase by 5 percentage points.

Evaluation Data Sources: STAAR scores 2022-2023

Strategy 1 Details	Reviews			
Strategy 1: Campus calendar created including assessments and data reviews Strategy's Expected Result/Impact: 3rd - 5th grade students take the STAAR exam Staff Responsible for Monitoring: Administration, Interventionists, Teachers Action Steps: Continuous review of campus data TEA Priorities: Build a foundation of reading and math Funding Sources: Leadership Team Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in Project Based Learning, Renzuli, and IIM Model on a weekly basis. Strategy's Expected Result/Impact: Students will make deeper connections through all content areas. Staff Responsible for Monitoring: Administration, Interventionists, Teachers Action Steps: Continuous review of campus data and PBL. TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be trained on how to create menu boards that allows for accelerated (differentiated) learning. Strategy's Expected Result/Impact: Students will make deeper connections through all content areas. Staff Responsible for Monitoring: Continuous review of campus data and PBL. Action Steps: Continuous review of campus data and PBL. TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Professional Development - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: Increase the overall scaled score in Domain 2 from 92-97.



Strategic Priorities:






Expanding Educational Opportunities

Measurable Objective 1: During the 2022-2023 testing season, less than 10% of 3rd - 5th grade students will not meet standard on the STAAR exam.

Evaluation Data Sources: STAAR results

HB3 Board Goal



Strategy 1 Details	Reviews			
Strategy 1: Teachers will use BOY data to create and implement differentiated instruction through small group instruction. Strategy's Expected Result/Impact: Students meet or exceed standards on STAAR tests Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will align daily objectives and activities to the TEKS. Strategy's Expected Result/Impact: Students meet or exceed standards on STAAR tests Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
Strategy 3: Plan, implement, and monitor small to instruction that will spiral skills that show the greatest growth. Strategy's Expected Result/Impact: Students meet or exceed standards on STAAR tests Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: All Tier II and Tier III students will receive targeted instruction 3 times a week.

Evaluation Data Sources: Progress monitoring data.

HB3 Board Goal



Strategy 1 Details	Reviews			
Strategy 1: Schedule and monitor intervention times for all Tier II and Tier III students. Strategy's Expected Result/Impact: Decrease the number of students who DNM on the STAAR test. Staff Responsible for Monitoring: Administration team and classroom teachers Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring TEA Priorities: Build a foundation of reading and math Funding Sources: Intervention Material - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and interventionist will plan for differentiated instructions. Strategy's Expected Result/Impact: Decrease the number of students who DNM on the STAAR test. Staff Responsible for Monitoring: Administration team, classroom teachers, and interventionist. Action Steps: PLCs will be used for planning and training to develop meaningful lessons TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				

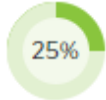




Strategy 3 Details	Reviews			
Strategy 3: Teachers and interventionist will progress monitor students to aid in planning for the next steps. Strategy's Expected Result/Impact: Decrease the number of students who DNM on the STAAR test. Staff Responsible for Monitoring: Administration team, classroom teachers, and interventionist. Action Steps: PLCs will be used for planning and training to develop meaningful lessons TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Based on BOY Renaissance 360 data, 90% of all Tier III students will progress to Tier II status by the EOY.

Evaluation Data Sources: Renaissance 360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Create, implement and facilitate intervention time. Strategy's Expected Result/Impact: Tier III students will receive explicit instruction based on TEKS and needs. Staff Responsible for Monitoring: Administration team and classroom instruction. Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and interventionist will progress monitor students to aid in planning for the next steps Strategy's Expected Result/Impact: Tier III students will receive explicit instruction based on TEKS and needs. Staff Responsible for Monitoring: Administration team, interventionist, and classroom instruction. Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teacher and interventionist will collaborate to create objectives and activities that are aligned to the TEKS . Strategy's Expected Result/Impact: Tier III students will receive explicit instruction based on TEKS and needs. Staff Responsible for Monitoring: Administration team, interventionist, and classroom instruction. Action Steps: Data PLCs throughout the year, Lead4Ward PD for classroom teachers, progress monitoring TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Closing the gap


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: Special education student performance levels on Benchmark Running Records will increase by at least 2 reading levels from the Beginning of Year Assessment to the End of Year Assessment.

Evaluation Data Sources: Benchmark Running Record data, small group running records and notes

HB3 Board Goal








Strategy 1 Details	Reviews			
<p>Strategy 1: Identify SPED students who historically have not met their Reading achievement goals and provide those students targeted intervention to help increase their reading level.</p> <p>Strategy's Expected Result/Impact: Students receiving Special Education support will meet their IEP goals and increase their reading levels by 2 levels.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Special Education Resource teacher</p> <p>Action Steps: All teachers will receive support on understanding their students' accommodations and participate in a PLC on effective guided reading lessons and strategies to help support students' reading.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Peer planning - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Using students goals, lessons and activities will be created to allow for mastery to occur through real world and hands on experience. Strategy's Expected Result/Impact: Students receiving Special Education support will meet their IEP goals and increase their reading levels by 2 levels. Staff Responsible for Monitoring: Administrators, teachers, Special Education Resource teacher Action Steps: All teachers will receive support on understanding their students' accommodations and participate in a PLC on effective guided reading lessons and strategies to help support students' reading. TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Special Education teachers will incorporate Guided Reading lesson 2-3 a week. Strategy's Expected Result/Impact: Students receiving Special Education support will meet their IEP goals and increase their reading levels by 2 levels Staff Responsible for Monitoring: Administrators, teachers, Special Education Resource teacher Action Steps: All teachers will receive support on understanding their students' accommodations and participate in a PLC on effective guided reading lessons and strategies to help support students' reading. TEA Priorities: Build a foundation of reading and math Funding Sources: Peer Planning - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: In the 2023 STAAR assessment window, the students receiving special education services scoring at the Approaches level will increase 10%.

Evaluation Data Sources: STAAR results








HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Individualized instruction based on ARD/IEP goals Strategy's Expected Result/Impact: Increase in STAAR ALT 2 results Staff Responsible for Monitoring: Administration team, special education students Action Steps: Monitor both informal and formal data throughout the year TEA Priorities: Build a foundation of reading and math Funding Sources: Class instructional material - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Special Education teachers will use Goal Book to access and monitor progress throughout the year. Strategy's Expected Result/Impact: Special Education students growth on STAAR Staff Responsible for Monitoring: Special Education teacher and classroom teacher Action Steps: Monitor both informal and formal data throughout the year Funding Sources: Planning time - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teacher will incorporate individualized strategies (graphics organizers, tools, etc.) that will allow students to show mastery. Strategy's Expected Result/Impact: Special Education students growth on STAAR Staff Responsible for Monitoring: Special Education teacher and classroom teachers Action Steps: Monitor both informal and formal data throughout the year TEA Priorities: Build a foundation of reading and math Funding Sources: Classroom instructional material - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Number of Special Ed students scoring accomplished on the STAAR ALT 2 will increase by 50%

Evaluation Data Sources: STAAR ALT 2 results

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Students will use multi sensory approach to make connections to the text. Strategy's Expected Result/Impact: Special Education students growth on STAAR Staff Responsible for Monitoring: Special Education teacher and administration Action Steps: Implement and plan strategies that will support student growth TEA Priorities: Build a foundation of reading and math Funding Sources: Classroom instructional material - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The SLL teacher will engage in professional development geared toward developing individualized lessons and activities. Strategy's Expected Result/Impact: Special Education students growth on STAAR Staff Responsible for Monitoring: Special Education teacher and administration Action Steps: Implement and plan strategies that will support student growth TEA Priorities: Build a foundation of reading and math Funding Sources: Professional Development - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor implementation of work station that aligned to the learning standards and goals. Strategy's Expected Result/Impact: Special Education students growth on STAAR Staff Responsible for Monitoring: Special Education teacher and administration Action Steps: Implement and plan strategies that will support student growth TEA Priorities: Build a foundation of reading and math Funding Sources: Planning time - 1991010001 - General Fund - Regular Program - 6100 - Payroll	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: The average daily attendance will increase to 98% during the 2022-2023 school year.

Measurable Objective 1: Teachers will contact their appraiser when a student has 2 or more unexcused absences during a grading cycle.

Evaluation Data Sources: Attendance reports






Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize PowerSchool's attendance reports to determine frequency of student absences. Strategy's Expected Result/Impact: An increase in daily attendance. Staff Responsible for Monitoring: Administration Team, Classroom Teachers, Non-Instructional Staff Action Steps: Referral to Wraparound Specialist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Kolter will continue to implement the CHAMPS program and maintain our Fantastic 4 Values, school-based system, as a means of decreasing student discipline while emphasizing the importance of being safe, respectful, committed to learning and being a Cougar who cares.

Evaluation Data Sources: Discipline reports, office referrals






Strategy 1 Details	Reviews			
Strategy 1: Teachers will use a monthly CHAMPS strategy to enhance their classroom environment along with implementing a Morning Meeting each day. Strategy's Expected Result/Impact: Implement CHAMPS in daily schedule, implement targeted Morning Meeting with students daily, "Lunch Bunch" weekly groups for "At-Risk Students" Staff Responsible for Monitoring: Administration Team, Classroom Teachers, Non-Instructional Staff Action Steps: Teachers attend training through HISD, review CHAMPS book with strategies. teacher incorporates strategies into daily routine to support all learners.	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Kolter will continue to participate in No Place For Hate, Student Ambassadors, in order to create a safe school environment.

Evaluation Data Sources: Office referral, social observations






Strategy 1 Details	Reviews			
Strategy 1: All campus staff members will establish and maintain a safe, supportive and encouraging school climate where students are equipped with tools to identify and prevent bullying. Strategy's Expected Result/Impact: Reduction in office referral and students having the skills to self problem-solve Staff Responsible for Monitoring: Administration Team, Classroom Teacher, Non-Instructional Staff Action Steps: Students will participate and complete activities assigned through HEB Buddy and/or "No Place for Hate", Student Ambassador team will promote anti-bullying activities within their grade level and students will receive messages on best practices for preventing bullying in their school environment	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: 50% of our Special Education Students, specifically those participating in STAAR ALT 2, will increase their results from Satisfactory to Accomplished in both Reading and Math.

Evaluation Data Sources: Progress monitoring tools, informal assessments

Strategy 1 Details		Reviews			
Strategy 1: Individualized instruction based on ARD/IEP goals Strategy's Expected Result/Impact: Increase in students scoring accomplished on STAAR-ALT Staff Responsible for Monitoring: Special education teacher, Administration Team Action Steps: Professional development on appropriate and informative assessments TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 80% of our GT students will increase their usage on Renzulli Learning

Evaluation Data Sources: Renzulli reports

Strategy 1 Details		Reviews			
Strategy 1: Students will spend time on Renzulli Learning for extension activities on a weekly basis Strategy's Expected Result/Impact: Increase opportunities for student participation in specific GT instruction Staff Responsible for Monitoring: Administration Team, GT Coordinator, teachers Action Steps: PLC with teachers about Renzulli, parent meeting about Renzulli, share login information, create a monthly incentive plan for school wide usage TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: In conjunction with our PTO, we will look for and solidify grant opportunities in an effort to rebuild our campus library.

Evaluation Data Sources: Completion of grant applications, books

Strategy 1 Details	Reviews			
Strategy 1: Complete grant applications in collaboration with our PTO Strategy's Expected Result/Impact: Completion of the library Staff Responsible for Monitoring: Administration team Action Steps: Obtain grants from local and national organizations to support the rebuilding of our campus library.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:


Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress  Accomplished  Continue/Modify  Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

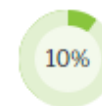
Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Steps: The administration will meet with the nurse to create a calendar for vision screenings.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will create a schedule to ensure that all students in grades PK,K,1,3,and 5 are screened. Strategy's Expected Result/Impact: Campus' student health information will updated and reported Staff Responsible for Monitoring: School Nurse Action Steps: School Nurse will develop a schedule to screen selected grade levels	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				






Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below






Strategy 1 Details	Reviews			
Strategy 1: School Nurse will create a schedule to ensure that all students in grades 1,3,and 5 are screened. Strategy's Expected Result/Impact: Campus' student health information will updated and reported Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Nov	Jan	Mar	June

Action Steps: School Nurse will develop a schedule to screen selected grade levels				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team








Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Within the first 30 calendar days of the start of school year, the School Nurse will utilize the electronic health record to generate a report of students with chronic health conditions (i.e., anaphylaxis, diabetes, seizures, etc.) Strategy's Expected Result/Impact: Students with chronic health conditions and other illnesses will be administered medication at appropriate times. Staff Responsible for Monitoring: School Nurse Action Steps: School Nurse will generate a report that will identify student's medication and designated time for administration				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Nurse will work in conjunction with designated staff to create a team to ensure procedures and protocols are met. Strategy's Expected Result/Impact: Ensure safety for staff and students Staff Responsible for Monitoring: Nurse, administration, and staff Action Steps: Plan safety meetings and monthly maintenance checks.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Safety committee will meet monthly. Roles and procedures will be discussed. Strategy's Expected Result/Impact: Ensure safety for staff and students Staff Responsible for Monitoring: Nurse, administration, and staff Action Steps: Plan safety meetings and monthly maintenance checks.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monthly maintenance checks will be done. Strategy's Expected Result/Impact: Ensure safety for staff and students Staff Responsible for Monitoring: Nurse, administration, and staff Action Steps: Plan safety meetings and monthly maintenance checks.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Students will participate in a nutrition and health unit during physical education class

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in state mandated Fitness Gram Assessment Strategy's Expected Result/Impact: Ensuring students' health, safety, and well being Staff Responsible for Monitoring: Physical education teacher Action Steps: Plan assessment dates and administer assessment	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 189 Kolter Elementary School

Total SCE Funds: \$46,518.34

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

School supplies, Wordly Wise, Words Their Way and Motivation Math.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

2. Campus Improvement Plan

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent -
-

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 -
- Meeting #1 Alternate -
- Meeting #2 -
- Meeting #2 Alternate -
- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Julianne Dickinson	
Administrator	Kathleen Crossett	
Parent	Rebekah Franz	
Parent	Adrienne Walton	
Community Representative	Simret Mathews	
Community Representative	David Heidt	
Business Representative	Tania Olander	
Classroom Teacher	Julie Robertson	
Classroom Teacher	Lexa Norris	
Non-classroom Professional	Gisela Bravo	
Classroom Teacher	Kati Davis	Special Education Teacher

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Reading Materials	6300 - Supplies and Materials	\$500.00
1	1	1	2		6100 - Payroll	\$0.00
1	1	1	3		6300 - Supplies and Materials	\$1,000.00
1	1	2	1		6100 - Payroll	\$0.00
1	1	2	2		6100 - Payroll	\$0.00
1	1	2	3		6100 - Payroll	\$0.00
1	1	3	1		6100 - Payroll	\$0.00
1	1	3	2		6100 - Payroll	\$0.00
1	1	3	3		6100 - Payroll	\$0.00
2	1	1	3	Peer planning	6100 - Payroll	\$0.00
2	1	2	1	Peer planning	6100 - Payroll	\$0.00
2	1	2	2		6300 - Supplies and Materials	\$500.00
2	1	2	3		6300 - Supplies and Materials	\$500.00
2	1	3	1	Peer planning	6100 - Payroll	\$0.00
2	1	3	2	Peer planning	6100 - Payroll	\$0.00
2	1	3	3	Peer professional development	6100 - Payroll	\$0.00
3	1	1	1	Leadership Team Planning	6100 - Payroll	\$0.00
3	1	1	2	Peer Planning	6100 - Payroll	\$0.00
3	1	1	3	Peer Professional Development	6100 - Payroll	\$0.00
3	2	1	1	Peer Planning	6100 - Payroll	\$0.00
3	2	1	2	Peer Planning	6100 - Payroll	\$0.00
3	2	1	3	Peer Planning	6100 - Payroll	\$0.00
3	2	2	2	Peer Planning	6100 - Payroll	\$0.00
3	2	2	3	Peer Planning	6100 - Payroll	\$0.00
3	2	3	1	Peer Planning	6100 - Payroll	\$0.00
3	2	3	2	Peer Planning	6100 - Payroll	\$0.00
3	2	3	3	Peer Planning	6100 - Payroll	\$0.00

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Peer planning	6300 - Supplies and Materials	\$0.00
4	1	1	2	Peer Planning	6100 - Payroll	\$0.00
4	1	1	3	Peer Planning	6100 - Payroll	\$0.00
4	1	2	3	Classroom instructional material	6300 - Supplies and Materials	\$500.00
4	1	3	1	Classroom instructional material	6300 - Supplies and Materials	\$500.00
4	1	3	2	Professional Development	6300 - Supplies and Materials	\$500.00
4	1	3	3	Planning time	6100 - Payroll	\$0.00
Sub-Total						\$4,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	1	Intervention Material	6300 - Supplies and Materials	\$1,000.00
4	1	2	1	Class instructional material	6300 - Supplies and Materials	\$500.00
Sub-Total						\$1,500.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	2	Planning time	6100 - Payroll	\$0.00
Sub-Total						\$0.00