

# **Houston Independent School District**

## **215 Parker Elementary School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



# Mission Statement

Parker Elementary's mission is to foster as safe space for ALL students to learn and grow, meeting their social, emotional, artistic, and academic needs.

## Vision

Our vision is serve as Houston's premiere elementary school for music and academics.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Parker Elementary is a high-performing academic school located in the Westbury community, with an award-winning Music Magnet Program and classes ranging from pre-kindergarten to fifth grade. Parker has approximately 875 students, with 31% on magnet transfers coming from all over the Houston area. All students in kindergarten through fifth grade participate in a comprehensive music program with instruction offered in music enrichment, Suzuki strings, choral music, piano, guitar, studio music, and band.

Parker ES is proud to serve a diverse student population which is comprised of 15% African-American, 4% Asian, 45% Hispanic, and 30% White students. This population is further made up of 28% English Language Learners, 23% gifted and talented students, and 9% Special Education. The student community is also identified as being 46% Economically disadvantaged, and 39% of students are classified as At-Risk. Parker ES offers a strong, comprehensive academic program to serve its diverse student community. Programs include Gifted and Talented, PALS, Behavior Self-Contained, Special Education/Resource, and Transitional Bilingual.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Although Parker Elementary celebrates the diverse student population that it serves, it has recognized a discrepancy between the standardized test scores of its LEP and non-LEP students. From third to fifth grade, LEP students, on average, score significantly lower than their non-LEP counterparts on standardized exams. **Root Cause:** Student mobility rates, parental educational involvement, under-developed foundational skills, and the rigor of the transitional bilingual program have all been identified as causes affecting this identified discrepancy in student performance.

# Student Learning

## Student Learning Summary

Although Parker Elementary celebrates a culture of strong academic success as well as an emphasis on educating the whole child, it is apparent based on standardized test scores, benchmark running records, Renaissance Screener results, and other data resources that students' academics have suffered as a result of the impact that Covid has had on learning. From 2019 to 2021, Reading STAAR scores dropped by 6% at approaches from 88% to 82%, and Math STAAR scores dropped by 16% from 90% to 74%. Losses were recorded at the meets and masters level as well, and similar concerns have been identified based on benchmark running record and Renaissance Screener results.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Based on historical data over the past 5 years, there has been on average 8-10% difference between our 5th grade Science STAAR in comparison to 5th Reading and Math results. **Root Cause:** Based on evaluation of the our Science program, we conclude a lack of vertical alignment across grade levels to support tier I instruction, hands-on experiences (labs) to support 2D to 3D experiences with experimental design, along with the use of aligned campus based strategies to support gradual development and exposure of content-based skills.

# Priority Problems of Practice

# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



# 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:** To increase 3rd - 5th grade reading by 3% at the Approaches, Meets, and Masters Levels (92%, 74%, and 54%, respectively) as measured by the 2023 STAAR Reading Exam.





**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** To increase the percent of consistent implementation of Writer's Workshop from 65% to 100% in K-5th grade.

**Evaluation Data Sources:** TEA Interim assessments, TELPAS ELD interim assessments, Renaissance, Benchmark Running Records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Writer's Workshop training to all new core ELAR writing teachers, and provide quarterly updates throughout the year from October - April 2023. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of Writer's Workshop skills and content. <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Provide Writer's Workshop training to all new core ELAR writing teachers, and provide quarterly updates throughout the year from October -April 2021.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Writer's Workshop training and quarterly follow-up - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify two model teachers of practice (in K-2/3-5 bands) to serve as internal coaches for support. The administrative team provides coaching and feedback to teachers to help with practice and implementation. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of Writer's Workshop skills and content. <b>Staff Responsible for Monitoring:</b> Administration, model teachers <b>Action Steps:</b> Identify two model teachers of practice (in K-2/3-5 bands) to serve as internal coaches for support. The administrative team provides coaching and feedback to teachers to help with practice and implementation.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Facilitate Vertical Planning Sessions to allow teachers to collaborate to establish school-wide norms/practices for the school writing plan. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of Writer's Workshop skills and content. <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Facilitate Vertical Planning Sessions to allow teachers to collaborate to establish school-wide norms/practices for the school writing plan.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	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:** To increase 3rd - 5th grade math and science by 3% at the Meets and Masters Levels (67% & 43%, 57% & 32%, respectively) as measured by the 2023 STAAR Math and Science Exams.





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** For 100% of classrooms to use common assessment/district benchmark results to drive instruction in K - 5th grade.

**Evaluation Data Sources:** TEA Interim Assessments, STAAR, Benchmark Running Records

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in addition to the district formative assessment schedule. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of student data and content preparedness to further drive instruction. <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in addition to the district formative assessment schedule.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Facilitate assessments in K - 5th grade online with allowable accommodations for student who qualify. <b>Strategy's Expected Result/Impact:</b> Increase student knowledge and ability to navigate online assessment tools. <b>Staff Responsible for Monitoring:</b> Administration, school leadership, faculty <b>Action Steps:</b> Facilitate assessments in K - 5th grade online with allowable accommodations for student who qualify.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> To schedule vertical planning sessions after each benchmark for all teachers to analyze student data, measure mastery, and respond to intervention. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of student data and content preparedness to further drive instruction. <b>Staff Responsible for Monitoring:</b> Administration, school leadership, faculty <b>Action Steps:</b> To schedule vertical planning sessions after each benchmark for all teachers to analyze student data, measure mastery, and respond to intervention.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**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:** To ensure at minimum 95% of Gifted and Talented (GT) 3 - 5 grade students pass the 2022 STAAR Exams.





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** For 100% of classrooms to develop and implement a structured Response to Intervention Plan to include in class push-in/pull-out support, afterschool, and enrichment projects in support of GT K - 5 students.

**Evaluation Data Sources:** PowerSchool

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Following the beginning-of-year assessment period to identify starting benchmarks, classroom teachers and interventionists will begin grouping students to facilitate active response to intervention practices in the classroom. <b>Strategy's Expected Result/Impact:</b> Increased ability to meet all student's differentiated learning needs <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Following the beginning-of-year assessment period to identify starting benchmarks, classroom teachers and interventionists will begin grouping students to facilitate active response to intervention practices in the classroom.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Interventions in reading and math will be assigned to provide push-in/pull-out support two or three time per week in addition to the classroom teachers' response (pending tier level). <b>Strategy's Expected Result/Impact:</b> Increased ability to meet all student's differentiated learning needs <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Interventions in reading and math will be assigned to provide push-in/pull-out support two or three time per week in addition to the classroom teachers' response (pending tier level).  <b>Title I:</b> 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Core content teachers will evaluate progress every quarter to adjust student tier levels based on academic <b>Strategy's Expected Result/Impact:</b> Increased ability to meet all student's differentiated learning needs <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Core content teachers will evaluate progress every quarter to adjust student tier levels based on academic  <b>Title I:</b> 2.4, 2.5, 2.6	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:** To increase 3rd - 5th grade special education students' reading scores by 3% at the Meets level as measured by the 2023 STAAR Reading Exam.





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of classrooms will implement Individual Education Plans (IEP) with consistency to ensure students' accommodations and modifications support all students in 3rd - 5th grade.

**Evaluation Data Sources:** ARD Feedback, Common Assessments, Running Records, Renaissance 360, TEA Interim Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional Development overview of IEPs and implementation practices. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of implementation of students' IEPs to further drive instruction. <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Professional Development overview of IEPs and implementation practices.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in additional to the district formative assessment schedule and monitor special education students' data. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of special education students' data and academic progress <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in additional to the district formative assessment schedule and monitor special education students' data.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Special Education planning sessions will be scheduled after each benchmark for administration and special education support staff to analyze student data to measure mastery and respond to intervention. <b>Strategy's Expected Result/Impact:</b> Increase special education support staffs' knowledge of special education students' data and academic progress <b>Staff Responsible for Monitoring:</b> Administration, school leadership, special education support staff <b>Action Steps:</b> Special Education planning sessions will be scheduled after each benchmark for administration and special education support staff to analyze student data to measure mastery and respond to intervention.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				



## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE





#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** During the 2022-2023 school year Parker Elementary's average attendance rate will increase from 95.3% to 97%.





**Evaluation Data Sources:** PEIMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly reward for class with highest attendance rate. Recognition of highest in each grade level. <b>Strategy's Expected Result/Impact:</b> Increased weekly and monthly attendance <b>Staff Responsible for Monitoring:</b> Administration, SIR <b>Action Steps:</b> Develop program expectations and train teachers and students, establish class reward posters, schedule timeline or reports review and announcements, develop and implement school-wide data tracking tool.  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Contact and conference with parents of students experiencing truancy issues. <b>Strategy's Expected Result/Impact:</b> Increased weekly and monthly attendance <b>Staff Responsible for Monitoring:</b> Administration, counselor, WWS, SIR <b>Action Steps:</b> Print monthly PIEMS reports and discuss at admin meetings. Assign lead to conference with parents. Place students with repeated concerns on contracts and provide available supports.  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Recognize and reward individual students with perfect attendance. <b>Strategy's Expected Result/Impact:</b> Increased weekly and monthly attendance <b>Staff Responsible for Monitoring:</b> Administration, SIR, school leadership <b>Action Steps:</b> Pull reports of students with perfect attendance, print rewards, and acknowledge them at the end of school year celebrations.  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Board Goal 5:** N/A - Additional Campus Goals**Goal 2:** DISCIPLINE**Measurable Objective 1:** During the 2022-23 school year, OSS and ISS incidences will be reduced by 5%.**Evaluation Data Sources:** PEIMS discipline data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add additional assistant principal to administration to help with taking time to meet all students' individual SEL needs. <b>Strategy's Expected Result/Impact:</b> Decreased discipline incidences <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Divide duties, meet with teaching teams, introduce admin to students, build rapport and engage with students throughout the school year.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> General Fund - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$70,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Employ social and emotional learning techniques with faculty, staff, and students. <b>Strategy's Expected Result/Impact:</b> Decreased discipline incidences <b>Staff Responsible for Monitoring:</b> Administration, school counselor <b>Action Steps:</b> Met with faculty and staff during pre-service. Follow up during PLCs throughout the school year.  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer yoga groups, buddy groups, and other SEL initiatives throughout the year. <b>Strategy's Expected Result/Impact:</b> Decreased discipline incidences <b>Staff Responsible for Monitoring:</b> Administration, school counselor <b>Action Steps:</b> Promote clubs to teachers and parents, reach out to students who would benefit from program, and implement throughout the year.  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** N/A - Additional Campus Goals**Goal 3:** VIOLENCE PREVENTION**Measurable Objective 1:** During the 2022-23 school year, acts of student violence will be reduced by 5% as measured by PIEMS, Level 3 offenses.**Evaluation Data Sources:** PIEMS Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add additional assistant principal to administration to help with taking time to meet all students' individual SEL needs. <b>Strategy's Expected Result/Impact:</b> Decreased incidences of violence <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Divide duties, meet with teaching teams, introduce admin to students, build rapport and engage with students throughout the school year.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> General Fund - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$70,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Employ social and emotional learning techniques with faculty, staff, and students. <b>Strategy's Expected Result/Impact:</b> Decreased incidences of violence <b>Staff Responsible for Monitoring:</b> Administration, school counselor <b>Action Steps:</b> Met with faculty and staff during pre-service. Follow up during PLCs throughout the school year.  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer yoga groups, buddy groups, and other SEL initiatives throughout the year. <b>Strategy's Expected Result/Impact:</b> Decreased incidences of violence <b>Staff Responsible for Monitoring:</b> Administration, school counselor <b>Action Steps:</b> Promote clubs to teachers and parents, reach out to students who would benefit from program, and implement throughout the year.  <b>Title I:</b> 2.6	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:** To ensure 80% of 3rd - 5th grade special education students' reading scores are at the approaches level as measured by the 2023 STAAR Reading Exam.

**Evaluation Data Sources:** ARD Feedback, Common Assessments, Running Records, Renaissance 360, TEA Interim Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional Development overview of IEPs and implementation practices. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of implementation of students' IEPs to further drive instruction. <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Professional Development overview of IEPs and implementation practices.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in additional to the district formative assessment schedule and monitor special education students' data. <b>Strategy's Expected Result/Impact:</b> Increase faculty knowledge of special education students' data and academic progress <b>Staff Responsible for Monitoring:</b> Administration, school leadership <b>Action Steps:</b> Develop a school assessment calendar that allows for built-in common assessment opportunities developed by grade level teams in additional to the district formative assessment schedule and monitor special education students' data.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Special Education planning sessions will be scheduled after each benchmark for administration and special education support staff to analyze student data to measure mastery and respond to intervention. <b>Strategy's Expected Result/Impact:</b> Increase special education support staffs' knowledge of special education students' data and academic progress <b>Staff Responsible for Monitoring:</b> Administration, school leadership, special education support staff <b>Action Steps:</b> Special Education planning sessions will be scheduled after each benchmark for administration and special education support staff to analyze student data to measure mastery and respond to intervention.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				







**Board Goal 5:** N/A - Additional Campus Goals

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

**Measurable Objective 1:** To increase 3rd - 5th grade EB students' reading by 10% at the Approaches Level as measured by the 2023 STAAR Reading Exam.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train faculty and staff to implement Summit K-12 <b>Strategy's Expected Result/Impact:</b> Increase EB students' reading <b>Staff Responsible for Monitoring:</b> Administration, LPAC coordinator, FAC, school leadership <b>Action Steps:</b> Invite trainer to PLCs to facilitate training. Monitor implementation throughout the year.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teach students to set Summit K-12 learning goals and track their own data. <b>Strategy's Expected Result/Impact:</b> Increase EB students' reading <b>Staff Responsible for Monitoring:</b> Administration, LPAC coordinator, FAC, school leadership, teachers <b>Action Steps:</b> After training teachers, create buy in with students, and implement with consistency and fidelity.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Add additional bilingual assistant principal to administration to help with taking time to meet all EB students' academic needs. <b>Strategy's Expected Result/Impact:</b> Increase EB students' reading <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Divide duties, meet with teaching teams, introduce admin to students, build rapport and engage with students throughout the school year.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> General Fund - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$70,000		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

**Measurable Objective 1:** Create Opportunities for parent and family engagement to ensure that 100% of parents are well informed.

**Evaluation Data Sources:** FACE walkthroughs, parent engagement surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participation in the Family and Community Engagement program for a 2nd year with a goal to reach Platinum status. <b>Strategy's Expected Result/Impact:</b> Increase family engagement <b>Staff Responsible for Monitoring:</b> Administration, FACE Coordinator <b>Action Steps:</b> Meet with, plan, and help facilitate meetings with FACE coordinator throughout the school year.  <b>Title I:</b> 4.1, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule parent engagement events throughout the year to include, PTO meetings, Coffee With The Principal, Literacy Nights, as well as virtual events. <b>Strategy's Expected Result/Impact:</b> Sustained community partnerships in support of rich academic and fine arts programs <b>Staff Responsible for Monitoring:</b> Administration, FACE coordinator, magnet coordinator, counselor <b>Action Steps:</b> Schedule parent engagement events throughout the year to include, PTO meetings, Coffee With The Principal, Literacy Nights, as well as virtual events.  <b>Title I:</b> 4.1, 4.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Allow room parents and grade level parent chairs to assist in classrooms and with other campus activities throughout the year <b>Strategy's Expected Result/Impact:</b> Increase family engagement	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<b>Staff Responsible for Monitoring:</b> Administration, school counselor, school leadership <b>Action Steps:</b> Allow room parents and grade level parent chairs to assist in classrooms and with other campus activities throughout the year					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

## Board Goal 5: N/A - Additional Campus Goals

### Goal 7: MANDATED HEALTH SERVICES

**Measurable Objective 1:** The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategy 1 Details	Reviews			
<b>Strategy 1: IMMUNIZATION MONITORING</b> , data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022. <b>Strategy's Expected Result/Impact:</b> 100% of data entry complete by the October 22nd deadline. <b>Staff Responsible for Monitoring:</b> Administration, school nurse <b>Action Steps:</b> Nurse will identify delinquent immunizations within student population and contact parents to update records. If parents fail to correct issue, student will be excluded from school until immunization requirements are met.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2: VISION SCREENING</b> at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022. <b>Strategy's Expected Result/Impact:</b> 100% of vision screenings will be complete 12/3/22 <b>Staff Responsible for Monitoring:</b> Administration, school nurse <b>Action Steps:</b> Nurse will initiate vision screenings for 1ST, 3RD, & 5TH grades on or before 11/01/22 and conclude within 2 weeks. Vision screenings for grades: PK & K to begin on or before 11/29/22 and finish by 12/03/22.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022. <b>Strategy's Expected Result/Impact:</b> 100% of hearing screening complete by the deadline of 12/3/22. <b>Staff Responsible for Monitoring:</b> Administration, school nurse <b>Action Steps:</b> Nurse will initiate hearing screenings for 1ST, 3RD, & 5TH grades on or before 11/01/22 and conclude within 2 weeks. Hearing screenings for grades: PK & K to begin on or before 11/29/21 and finish by 12/03/22.	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

**Measurable Objective 1:** PE teacher will fully implement PE TEKS throughout the year

**Evaluation Data Sources:** Formative and summative health screener data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration will support PE teacher by assuring that all students have a required PE course once per week <b>Strategy's Expected Result/Impact:</b> Increased student health <b>Staff Responsible for Monitoring:</b> Administration, master scheduler <b>Action Steps:</b> Administration will support PE teacher by assuring that all students have a required PE course once per week	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administration will support PE teacher by assuring that students wear tennis shoes and bring water bottles to PE each day <b>Strategy's Expected Result/Impact:</b> Increased student health <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Administration created sticker for students' communication folders and ID tags reminding them to wear tennis shoes and bring water bottles to PE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Host and support a campus fun run <b>Strategy's Expected Result/Impact:</b> Increased student health <b>Staff Responsible for Monitoring:</b> Administration, PE teacher <b>Action Steps:</b> Partner with PTO and fun run organization, plan and implement school fun run	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# 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 the Parker Elementary School Administration, faculty and staff, and Parker Parent Teacher Organization members.

We have identified several root causes that align to our 2021-22 data results. Last school year, we saw improvements across Reading (from 79%-89%) and Math (from 74%-85%), and although we are pleased with these results, Spanish Reading and Math results were 36% and 68% respectively, a gap which draws concern and is being addressed as one of our primary SIP goals. Student mobility rates, parental educational involvement, under-developed foundational skills, and the rigor of the transitional bilingual program have all been identified as causes affecting this identified discrepancy in student performance.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP was developed with the involvement of parents and other members of the community. Individuals who will carry out the plan include: the administrative team, teachers, other school leaders, paraprofessionals, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Parker Elementary Administration, faculty and staff, School-Based Decisionmaking Committee - Data analysis and comprehensive needs assessment, school improvement goals.

Parker ES Campus Intervention- IAT Manager, Title One Liaison, Houston Christian University Reading Intervention team, iEducate Partnership Intervention Team

Parker Elementary PTO members- School Improvement Goals, planning of Parent Engagement Activities, fundraising & resources supports

Local Community Vendors/Companies (Boy Scouts, Girl Scouts, Papa Johns)- enrichment clubs, financial resource supports.

### 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:

- PLC Meetings
- Instructional Data Digs & Planning Sessions



- Administrative Calibration Meetings
- Instructional observations & walkthroughs

## **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:

- School Website
- SDMC Committee Meeting

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to master content objectives include these schoolwide reform strategies:

- Grade level and subject area interventionists that offer both push-in and pull-out supports
- House Bill 4545 Interventions for grades 4 & 5
- Afterschool tutorials

## **2.5: Increased learning time and well-rounded education**

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

- Campus Interventions - before, during (pull-out & push-in models), and after-school
- School-wide Magnet Program - Music Program with the following foci:
  - General Music
  - Band- Recorders, Intermediate, Advanced & Jazz bands
  - Strings- Cello & Violin
  - Piano
  - Guitar
  - Chorus- Singers, Intermediate, Advanced Chorus
- SEL & Counseling Supports
  - Full-time Counseling Services
  - Buddy Bench Program
  - After-School Yoga & Mediation
  - Lunch buddies

## **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:
  - Reading
  - Math
  - Writing
  - Science
- Proficient Tier 1 explicit instruction taking place in all content areas
- Data digs & instructional plannings after each grade level common assessment
- Small Group Instruction based on student data needs

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

To ensure we stay on track with identified goals/campus expectations, the School Improvement Plan is evaluated quarterly through the following ways:

1. Administrative Calibration Meetings
2. The School-Based Decision Making Committee (September, November, January, April, June)
3. Grade level Data Digs
4. Family and Community Engagement Calibrations- Fall and Spring Semester Walks

## **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 - Chrissy Pichot - PTO President
- Chavis Mitchell- Principal
- Bryan Berry- Assistant Principal
- Gina Garcia- Assistant Principal
- Heather Grosso- Title I Coordinator
- Jennifer Mills - Magnet Coordinator

The PFE was distributed

- On the campus website- digital calendar
- Monthly School Calendar- Paper Version
- School Messenger Communication Tool- Weekly Principal Emails

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Bi-Monthly Coffee With the Principal Sessions
- Weekly Principal Communication (School Messenger)
- Communication Flyers
- Volunteer Supports through PTO and HISD VIPS Program
- Parent Meetings (PTO, Title 1, Spanish Club)

## **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 - October 28, 2022 8:00 am
- Meeting #1 Alternate - October 31, 2022 | 6:00 pm
- Meeting #2 - December 2, 2022 | 8:00 am
- Meeting #2 Alternate - December 5, 2022 | 6:00 pm
- Meeting #3 - March 24, 2023 | 8:00 am
- Meeting #3 Alternate - March 27, 2023 | 6:00 pm
- Meeting #4 - May 26, 2023 | 8:00 am
- Meeting #4 Alternate - May 29, 2023 | 6:00 pm

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

Students may be identified to receive additional intervention resources and support services by the following indicators:

- HB-4545 documentation based on STAAR progress in grades 3-5
- Students being served under 504 or Special Education students with an IEP
- Triangulated data reports identifying tier 2 and tier 3 students
- Students in Transitional Bilingual Program

Identified students are monitored every six weeks to determine their progress in meeting annual goals to ensure intervention programs/support are working.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Grosso	Reading Intervention, Title I	Reading	1.0

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Writer's Workshop training and quarterly follow-up	6200 - Contracted Services	\$5,000.00
5	2	1	1	General Fund	6100 - Payroll	\$70,000.00
5	3	1	1	General Fund	6100 - Payroll	\$70,000.00
5	5	1	3	General Fund	6100 - Payroll	\$70,000.00
<b>Sub-Total</b>						<b>\$215,000.00</b>

# Addendums

**2022-2023**

# **Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance**

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

**Campus Name** \_\_\_\_\_

**Campus Number** \_\_\_\_\_

## **SPECIAL REVENUE FUNDING GOALS**

**GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

**NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).**

**1. Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

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## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.  
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

*Continued on next page....*

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

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## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

#### Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

#### Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

**Please note: All capital outlay requests must receive approval from TEA prior to purchase.**

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## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



### ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

\*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

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