El Paso Independent School District

Cooley Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

Our mission at Cooley Elementary is to ensure high levels of learning for all - students and adults.

Vision

Cooley Elementary will continue to meet the needs of the students. Our goal is to prepare our students academically, emotionally and socially to succeed in a highly competitive world.

Core Beliefs

We at Cooley are...

Ready

Respectful

Safe

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Our school enrollment has been steadily declining over the past three (3) years. We have gone from a total enrollment of 530 students during the 2017-2018 school year, to a total enrollment for the 2018-2019 school year of 462 students.
- According to The Pulse, 0% of our total student population has been coded migrant for the 2018-2019 school year.
- TEAMS data provides migrant information stating that for 2018, there were 2 students coded migrant, in 2017 there were 3, and in 2016 there were 7. The trend for the past three (3) school years has seen a decrease in the percentage of migrant students identified in the total school population.
- Looking at Special Education referrals for 2018, there were a total of 75 students that were coded SPED. 73 of these students were Hispanic, and 2 of these students were White.
- Attendance rates have stayed the same over the past 2 school years. For the 2016-2017 school, the overall attendance rate was 95.8%. The overall attendance rate for the 2015-2016 school year was 95.7%. There was a 0.1% increase in overall attendance rates.
- The campus procedures to track and respond to unexcused absences and tardiness is through the truancy officer, home visits made by administration, offereing the Cooley Fiesta to those students who achieve perfect attendance each month, awards, parent phone calls/voice mails, and working along with our PEIMS clerk to verify absences/tardies.
- Since October 2018, the campus has had a total of 20 discipline referrals.
- The special program enrollment for this year has been: Pre-Kinder is 49 students, LEP is 336 students, At-Risk is 407 students, Economically Disadvantaged is 445 students, Title I is 466 students, Special Education is 78 students, Bilingual Education is 347 students, Gifted and Talented is 43 students, and Migrant is 0 students.
- ELL students are supported through the implementation of the districts 50/50 Dual Language model, individual LEP strategies, the campus Reading Teacher providing small group interventions, and by implementing the use of the SIOP, now TWIOP model.
- For 2017-2018 school year, 2 teachers separated from the district; due to retirement and promotion.
- A mentor program is in place on the campus for new teachers.
- Strategies and structures have been put in place to build capacity to include building a strong culture of collaboration, communication, commitment and professionalism.
- The strength of our effective teachers on campus are shared with others through sharing effective strategies during weekly PLCs, trainings, professional development sessions, a designated "Shout Out" board in the teacher workroom, teacher and district led learning walks and video taping.
- Positions on the campus are funded with special allotment and federal funds that are evaluated every year with the Campus Improvement Team (CIT).
- CIT meetings are held and the evaluation of state and federal funded positions are discussed throughout the year.
- Parental involvement is an area that needs to be strengthened due to low attendance, participation, and promotion rates. This is seen campus-wide and also with specific sessions offered for parents.

- The campus has a low Socio-Economic status community and seen a decline in the surrounding community making growth.
- The level of involvement in school activities from students to teachers, parents and community members has been low for the 2018-2019 school year, as well as the past several years.
- The Parent Engagement Liason has offered Adult Education courses to the parents and community. The course include, but are not limited to: English classes, Spanish classes, Nutrition classes, Parenting Classes that deal with diverse topics (dealing with teens, stress, toddlers, young adults), Zumba, Arts & Crafts, Computer classes, Citizenship classes.

Demographics Strengths

- Our student population overall does not have outstanding discipline issues.
- Our student population is very willing to learn and use active learning strategies, technology and other resources that are provided for them.
- Parents want the best for their children and are willing to be active participants in their children's education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall, Cooley Elementary is seeing a lack of parental involvement and communication as a campus, to include, but not limited to grade level-based events for the past 3 years. **Root Cause**: Parental involvement and communication has been missing at the one-on-one level that begins with teacher to parent, and continues upward including all other vital staff and administrators.

Student Academic Achievement

Student Academic Achievement Summary

- The school focuses on home/school connections in various ways. Teachers engage in conferences with parents to keep them informed on academic expectations and strategies. This is a cooperative opportunity to receive mutual feedback, support, and input. Multiple teachers on campus have stressed the importance of literacy in the home/school connection through reading log engagement, take-home readers with question and answer support for parents, and individualized classroom support systems. Additionally, the school focuses on recognizing monthly core values that reward excellence in student character, and parents are invited to this recognition.
- Various events focus on teacher, students, parental and community interaction such as our Literacy Night and focused Library activities. Dia de los muertos Celebration, Patriotic Music program for Veterans, Christmas performance, Kids Excel performance, Science Fair, and Literacy Fair.
- Parental, teacher, staff and community support is key to the success of these events. Students and parent assistance is recognized with incentives such as "free dress days," participation certificates, and take-home activities. Parents are able to engage with their children in academic skill building activities with teacher guidance and/or support during these events.
- For the 2018-2019 school year, our Parent Engagment Liason offered a wide variety of programs, in addition to supporting our campus-wide program of Strong Fathers, Strong Families.
- Academic informational sessions/strategies would be very helpful to parents, so that they can understand the expectations for their child's academic year. There is a strong consensus between teachers that elicit parental participation and responsibility in their child's education.
- Many parents have stressed the fact that they struggle to help their child due to language factors, lack of skill interpretation, or inability to mange their child's attitude toward homework. This issue could be addressed through informative, interactive sessions where there are explicit, cooperative activities that would build upon the students' literacy skills.
- The school seeks to form strong relationships with the community, students and parents. We have partners in education who support us with award incentives, recognition, display of student work, and volunteering their time to speak to our students.
- The following entities have supported us in valuable ways. Rack Room shoes have sponsored low-income students in obtaining footwear. The Assistance League of El Paso Operation School Bell has donated clothing for low-income students. This year the Braden Aboud Memorial Foundation provided shoes to every single student in our school. We feel tha tthese relationships build self-esteem for our students and see them as an asset that is invaluable to them.
- Community agencies have also been involved by providing Health information to our parents through our Heath Fair and Food Pantry.
- The parents appreciate wha tthe school teachers and staff do and provide for students. Teacher/parent relationships are informative and focus on the child's improvement. If there is conflict, the school always seeks to find a solution to a problem. For the most part, parents feel welcome. The school has received special requests for students to remain enrolled at Cooley. Some of our homeless families have requested transportation assistance in order to have their children continue to attend our school.
- Flyers, communication, phone messenger, and data is disseminated in English and Spanish. Sign language interpreters are requested when needed. The school always tries to facilitate the best form of communication possible in its activities and circulation of information.
  Office staff and administration are easily accesible to parents and the community. Also, they facilitate as needed meetings when requested by parents. Administration is easily accesible to the students. Teachers are willing and accessible collaborative participants in the school. They have expressed

- positive attitudes in hoping to engage in all-encompassing solutions.
- According to the 2018-2019 School Climate Survey, most areas mentioned above have improved. Per student and per teacher perceptions, we still need to improve respecting and getting along with each other. Students would like to see a cleaner school, they feel they need more materials to do their work, to be able to try their own ideas, and participate more in school activities.
- Many teachers feel that they embody Cooley Elementary's Mission and Vision statement, and that they are strong representations of the expectations, standards & committments to the school.
- Teachers model, support, and emphasize positive relationships, rules, and expectations. They serve as a guide for strengthening the school-wide PBIS expectations. Most students understand how to access, implement, and exercise these roles. Students feel that their behavior is acknowledged with rewards such as "Cooley Paw-sitive Bucks." Students feel pride and that they do belong to Cooley Elementary.
- The stakeholders feel tha tthey have experienced a disconnect with behavioral expectations that they do not understand or that have been miscommunicated to them. If these students are given the opportunity to build strong relationships, have opportunities to engage in focused and structured activities, it would benefit them. Many teachers believe that some of these students need to be taught the values of good behavior, respect rich environments, and support that is focused on student success. Students and teachers need to engage in collective as well as individual responsibility.
- Teachers and students establish disciplinary practices that can be individualized, adjustments made as necessary, structured & goal-oriented.
- Many teachers include student feedback in their classroom management plans, allowing students to set goals so that they can appreciate their accomplishments and focus on correcting their mistakes.
- Disciplinary policies are essentially proactive with the school trying to establish a positive climate and culture and believes that proactive practices will help students in disciplinary matters. Teachers strive to establish rules and procedures that will enable students to be informed so tha tthey can avoid engagin in problematic situations. Students receive information about rules, policies, and consequences.
- Our school counselor discusses core values monthly. She also recognizes students each month that are demonstrating such values.
- Teachers and staff are available to help reduce the threat of bulying before it begins. On-going discussions with ways to discourage and educate students on what to do if they encounter any kind of bullying are current at our campus. Reminders such as "Bully Free Zone" posters, lessons from the counselore as well as administrative support also let students know that bullying behavior is not tolerated.
- No students were referred or sent to DAEP or JJAEP.
- Campus activities are inclusive and promote a widespread involvement of student participation. Campus activities are focused with a promotion on the development of academic skills, engagement, and display of student accomplishments. The school has hosted a Book Club, Reading Night, Kids Excel, grade-level programs, school-wide activities hosted by the library, PBIS Cooley Fiesta for Perfect Attendance, Students of the Month, Honor Roll Recognitions, PBIS Store, Homework Club, Science Fair, Literacy Fair, Health Fair, Robotics Club, After-School Reading Buddies in partnership with Jefferson HS JROTC cadets, La Semilla garden planiting, La Semilla cooking classes to promote healthy eating habits, Career Day, afterschool Choir, Bell Choir, Recorder Band, Student Council, Random Acts of Kindness (RAK) Club.
- Grade levels also participate in TEKS-focused field trips that enhance the students learning that took place in the classroom.
- PE Coaches also host a Field Day at the end of the year to celebrate the students' hard work and achievements throughout the school year.

Student Academic Achievement Strengths

- Students are being offered multiple opoortunities to be involved in extra-curricular activities.
- Outside agencies are partnering up more with the campus to provide opportunities not only for the students, but for families and community members.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a lack of consistency with academic and behavioral expectations from students and teachers within each grade level (horizontal alignment) and campus-wide (vertical alignment). **Root Cause**: There is a resistance within the campus to take collective responsibility of expectations and classroom management practices, as well as adapting to student learning in a 21st century classroom setting.

School Processes & Programs

School Processes & Programs Summary

- Our 2018-2019 State Assessment resulst are as follows:

  3rd Grade Scores:

  70% in Reading

  69% in Mathematics

  4th Grade Scores:

  66% in Reading

  84% in Mathematics

  70% in Writing

  5th Grade Scores:

  74% in Reading

  84% in Mathematics

  55% in Science

  - The following are the trends and patterns of student performance scores on the state assessments from 2018 to 2019. The scores in all subjects increased with the exception of Science.
  - Student's needs are identified through data from the following assessments: District Assessments, DRA, EDL, and IStation. We have systems in place such as Guided Reading small groups, Balanced Literacy, and RTI, but teachers are lacking consistency with following through and implementing these systems.
  - The SSI, ARD, LPAC, 504 and other committees make data-informed decisions for the appropriate accommodations and modifications needed to meet individual student's needs.
  - The RTI process was initiated at the beginning of the year, but has not been followed through with fidelity.

School Processes & Programs Strengths

- Student growith is starting to increase in content areas across grade levels.
- DRA/EDL overall student growth from 2017-2018 school year to 2018-2019 increased in percentage of students reading at or above grade level district expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student achievement has seen minimal growth this year due to a continued lack of collectively investing in quality Tier 1 instruction and a structured RTI system. **Root Cause**: There is a lack in depth of knowledge, understanding of unpacking content areas and TEKS to fully address differentiated teaching and learning styles in the classroom.

Perceptions

Perceptions Summary

- The instruction is aligned and shows evidence of rigor and relevance through the TEKS Resource System (TRS), TExGuide. Evidence of the demand and challenge in the instruction is present through administrative walk-throughs, guiding questions, and depth of knowledge addressed.
- Teachers are utilizing the provided curriculum of TEKS Resource System in the core content areas. Evidence of fidelity to the curriculum is through the administrative walk-throughs, observations and weekly-submitted lesson plans from the grade levels on Schoology.
- The CIP is created under the umbrella of the distric goals and expectations and how they would look on our school campus. These goals are monitored and addressed through either CIT conversations or administrative adjustment.
- Differentiation and learning scaffolds are addressed through classroom instruction, small-group instruction, and data collected and disaggregated with the campus programs that are available (IStation, DRA2/EDL2, 9 Weeks tests, STAAR Mock tests). Questioning strategies are incorporated in the lesson cycle and can include, but are not limited to the DOK spectrum, hands on use of manipulatives, and different learning modalities for all students.
- Strategies and programs introduced through job-alike, staff development and district-wide trainings are implemented in each grade level followed up with administrative walk-throughs and observations.
- Classroom objectives are to be posted in kid-friendly language that is posted for all students to have access to throughout the day.
- Scaffolds are available for students through Sheltered Instruction strategies (SIOP now known as TWIOP). Fidelity and follow-through are being questioned from teachers about whether or not these strategies are in place and are being used. The implementation or lack thereof for these strategies can be monitored through walkthroughs by adminstration.
- Goals, performance objectives and strategies have not been communicated. We need to involve the CIT more during the CIP process and ensure that we are following through on not only the involvement, but the communication of the goals and expectations that are applicable to the campus for the upcoming school year.
- By having open communication within the CIT and with all stakeholders involved, we will work towards drilling down to the root causes of what is happening with the goals on our campus that need to be addressed and basing the reflections and information gathered to prioritize our campuses greatest needs.
- Collectively as a campus, we are not all focused on the overall improvement of ALL students' academic achievement. There is no sense of urgency campus-wide nor strong committment by all teachers. We need to be structured from the get go and this starts by continuing to have a campus calendar and also other systems that have begun to be put into place and that start with administration and trickle down.
- There is common grade level planning time that occurs weekly with a PLC planning and content focus. These PLCs should begin to start taking a more teacher-driven focus, instead of consistently relying on the ALL/CTCs and/or administrators for facilitating, planning and implementing the weekly PLCs.
- Due to a master schedule being in place, many teachers had a hard time adjusting to their day being structured versus previous years where a master schedule was lacking and teachers freedom with the schedule was evident. Because of the master schedule, instruction time was maximized and protected.
  The expectations for the integrated use of technology is to enhance learning on a deeper level, to engage students and to also not replace the teaching

that should take place in the classes.
- Technology is used to support instruction and learning, however, the fidelity and follow through of teachers based on district and/or campus trainings is not evident through administrative walkthroughs/observations.

Perceptions Strengths

- Teachers are improving upon their use of differentiation strategies in the classroom.
- Teachers in the lower grades have implemented the Guided Reading module that an increase in students reading on grade level can be seen through the data in DRA/EDL.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although there has been improvement in the accountability of systems in place, there is still a lack of implementing Tier 1 best practices as well as teachers applying their knowledge and skills to their craft, their students, Tier 2 & 3 intervention and overall student learning in the classroom with fidelity. **Root Cause**: Some faculty and staff are still resisting change in best practices and application of knowledge and skills to their craft and students learning in the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: By June 2020, Cooley will increase student achievement in reading, math, writing, and science by 10% at the Masters Level as measured by approved state academic assessments (STAAR) and campus assessments and increase Kinder-Second grade student achievement in reading scores by 20% as measured on DRA/EDL End-of-Year data.

Evaluation Data Source(s) 1: STAAR Performance for the 2018-2019 school year are as follows:

3rd Math -
69% Approaches
34% Meets
13% Masters

3rd Reading -
70% Approaches
38% Meets
20% Masters

4th Math -
84% Approaches

37% Meets
15% Masters

4th Reading -
66% Approaches
26% Meets
8% Masters

4th Writing -
70% Approaches
30% Meets
7% Masters

5th Math -
84% Approaches
41% Meets
21% Masters

5th Reading -
74% Approaches
38% Meets
19% Masters

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
Additional Targeted Support Strategy 1) Reading Strategies: Implement and monitor all components of Balanced Literacy to include guided reading instruction with the use of Guided Reading Binders K-5, Dictionaries/Thesaurus, Okapi Library, Joy Cowley Dual Language Big Books, implementation of new state ELAR/SLAR TEKS.	2.4	Administration, ALL, Literacy Teacher					
	Funding Sources: 211 ESEA Title I (Campus) - 1052.20						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy 2) Purchase all necessary material to carry out instruction and maintain an efficient library and adhere to the minutes in the Balanced Literacy Block to include Read Aloud, Modeled Reading, Table Talk, Quick Write, Vocabulary Routine, Rotating Workstations and Guided Reading small group instruction, while embedding the 7 Strands of ELAR/SLAR through class instruction.		Administration, ALL, Literacy Teacher, Classroom Teacher					
Funding Sources: 211 ESEA Title I (Campus) - 1300.00							
Additional Targeted Support Strategy 3) Provide targeted intervention through data analysis of I-Station ISIP reports, Accelerated Reader, Education Galaxy, and Guided Reading small group differentiated plans for Kinder-5th grade and DRA/EDL for K-2nd grade.		Administration, Literacy Teacher, Classroom Teacher					
Funding Sources: 185 SCE (Campus) - 3494.15							
Additional Targeted Support Strategy 4) Meet with leadership team to create and implement a structured and comprehensive Response to Intervention (RTI) Plan that addresses students that are not meeting grade level standards either through data analysis		Administration, Literacy Teacher, Classroom Teacher ALL					
5) Hire a literacy teacher that will support the English Language Arts curriculum in Kinder through 5th grade.		Administration					
Funding Sources: 211 ESEA Title I (Campus) - 74222.54							
6) Hire paraprofessionals that will support small group interventions.		Administration					
Funding Sources: 211 ESEA Title I (Campus) - 85286.38							
Comprehensive Support Strategy 7) Hire a qualified Reading Specialist to provide services for students identified with dyslexia.		Administration					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy 8) Increase the use of a tangible data wall and data tracking tool through PLC discussions, grade level meetings, RTI Intervention team meetings, and administrative meetings using latest research and best practices.		Administration, Literacy Teacher, ALL, Classroom Teacher					
Additional Targeted Support Strategy 9) Progress monitor students on a regular basis using assessments, performance assessments, Motivational Workbooks, and Interactive Student Notebooks		Administration, Classroom Teacher, Literacy Teacher					
Funding Sources: 211 ESEA Title I (Campus) - 3000.00							
10) School-wide use of Writing Portfolios aligned to the new TRS Units, New ELAR/SLAR TEKS.		Administration, Classroom Teacher, Literacy Teacher, ALL					
11) Provide reading small group tutorial services Tuesdays after school and Saturday mornings for identified Tier 2 and Tier 3 students Kinder-5th grade for reading interventions.		Administration, Classroom Teacher, Special Education Teacher, Literacy Teacher					
Funding Sources: 185 SCE (Campus) - 940.00							
12) Active Learning Leader will provide comprehensive teacher support for student instruction through active participation and collaboration.		Administration, ALL					
13) Active Learning Leader will provide support in professional development in the collection and analysis of student data to guide instructional decisions that improve student outcomes.		Administration, ALL					
14) Purchase supplementary materials and student furniture.		Administration, Secretary					
Funding Sources: 185 SCE (Campus) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy 15) Writing Strategies: Maintain a school-wide "Author's Corner" to reflect use of the writing process addressing specific TRS Unit aligned writing prompts posted out in the hallway.		Administration, Classroom Teacher, ALL, Literacy Teacher, Special Education Teacher					
16) School-wide use of Writing and Grammar Interactive Student Notebooks to reflect curriculum-based student application of learning through the use of a scope and sequence.		Administration, Classroom Teacher, Literacy Teacher, ALL, Special Education Teacher					
17) Vertically aligned Daily Oral Language (DOL) practices.		Administration, Classroom Teacher, Literacy Teacher, ALL, Special Education Teacher					
Additional Targeted Support Strategy 18) Purchase supplementary and instructional materials in the area of reading to reinforce skills for At-Risk students.		Administration, Secretary					
Funding Sources: 185 SCE (Campus) - 1256.65, 211 ESEA Title I (Campus) - 3741.08							
Additional Targeted Support Strategy 19) Teachers will continue to create backwards-designed units of Reading & Writing following the new ELAR/SLAR TEKS found in the TEKS Resource System (TRS) curriculum utilizing the Year-At-A-Glance (YAG), Instructional Focus Document (IFD) along with the Performance Assessments (PA's).		Administration, Classroom Teacher, Literacy Teacher, ALL, Special Education Teacher					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
20) Math Strategies: School-wide use of Math Interactive Student Notebooks to reflect Problem of the Day utilizing varied math strategy applications.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
21) Adhere to the 90-minute math block to include: Problem of the Day, Target Math for 3rd-5th grades students, Whole Group Lesson, Guided Math, Rotating Workstations, Independent Practice, and Closure.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
22) Hire a math/science teacher that will support the math and science curriculum in Kinder through 5th grade.		Administration					
		Funding Sources: 185 SCE (Campus) - 73509.20					
Additional Targeted Support Strategy 23) Hire paraprofessionals that will support small group interventions.		Administration					
24) Provide math small group tutorial services Thursdays after school for identified Tier 2 and Tier 3 students Kinder-5th grade.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
25) Active Learning Leader will provide support in professional development in the collection and analysis of student data to guide instructional decisions that improve student outcomes.		Administration, ALL					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 26) Each grade level will collaborate during scheduled "Power Planning" days throughout the year with the Active Learning Leader, Administration, and Instructional Team. Teachers will developquality lessons and interventions for at-risk students. Teachers will need to call in a Substitute for these Power planning days.		Administration, ALL					
		**Funding Sources**: 211 ESEA Title I (Campus) - 4870.00					
27) Purchase supplementary and instructional materials in the area of math to reinforce skills for At-Risk students.		Administration, Secretary					
		Funding Sources: 211 ESEA Title I (Campus) - 0.00					
Additional Targeted Support Strategy 28) Teachers will continue to create backwards-designed units of Math following the TEKS Resource System (TRS) curriculum utilizing the Year-At-A-Glance (YAG), Instructional Focus Document (IFD) along with the Performance Assessments (PA's).		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
29) Science Strategies: Hire a science/math teacher that will support the science and math curriculum in Kinder through 5th grade.		Administration					
30) Purchase supplementary and instructional materials in the area of science to reinforce skills for At-Risk students.		Administration, Secretary					
		Funding Sources: 211 ESEA Title I (Campus) - 0.00					
31) School-wide use of Science Interactive Student Notebooks to reflect curriculum-based student application of learning and TRS unit related academic science vocabulary.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
32) Kinder through fifth grade science labs will be hands on and inquiry based where students will participate in curriculum based labs twice a week and science content will be taught in the classroom prior to lab visits.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
33) Teachers will continue to create backwards-designed units of Science following the TEKS Resource System (TRS) curriculum utilizing the Year-At-A-Glance (YAG), Instructional Focus Document (IFD) along with the Performance Assessments (PA's).		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
Additional Targeted Support Strategy 34) Each grade level will collaborate during scheduled "Power Planning" days throughout the year with the Active Learning Leader.		Administration, Classroom Teacher, Math/Science Teacher, ALL, Special Education Teacher					
35) Provide incentives and field trips to include KIDS Excel for students to incorporate Social Emotional Learning (SEL) and enhance learning activities.							
	Funding Sources: 211 ESEA Title I (Campus) - 0.00						
36) Teachers will assist students in creating & maintaining individual student "Selfie Binders" to reflect students learning that happens each 9 weeks, and can be utilized for Student Led Parent/Teacher Conferences.				0%	0%	0%	
37) Hold a Homework Club that meets twice a week (Tuesday/Thursday), after school, to assist students in 1st-5th grade with any/all content area assigned homework from the homeroom teacher that student still needs teacher guidance and assistance on.				0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	**Feb**	**Apr**	**June**
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase Student attendance from 95% to 96% by June 2020.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus leadership including counselor and nurse will work collaboratively with students and parents to promote attendance through a series of activities that promote health and excellent attendance.		Administration, Counselor, Nurse, Parent Engagement Liaison					
2) Perfect attendance students will be recognized monthly by displaying their name on the Attendance Wall of Honor and attending an attendance celebration and provide incentives for students.		Administration, Counselor,					
Funding Sources: 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00							
3) Teachers will maintain a parent communication log for their class and submit log per administrations request.		Administration, Classroom Teacher					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 3: STAAR Masters Grade Level Scores for Special Education students will increase by 5% by the end of the 2019-2020 school year and I-Station ISIP scores for Special Education students will indicate a year's worth of growth in reading and math by EOY 2020.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy 1) Teachers will progress monitor students monthly growth throughout the school year utilizing the ISIP reports, and DRA/EDL scores to drive instructional strategies and grouping of students within the scope of the campus Response to Intervention plan and structures.		Administration, Classroom Teacher, Special Education Teacher					
Additional Targeted Support Strategy 2) Special Education teachers will support General Education teachers by meeting with them on a monthly basis to provide support for implementing modifications and accommodations, student progress, materials and strategies as well as differentiation strategies.		Administration, SPED Teachers, Grade Level Teachers					
Additional Targeted Support Strategy 3) Hire special education teacher that will ensure students IEP goals are met and provided with adequate minutes of resource or inclusion services throughout the school year.		Administration					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy 4) Administration will monitor implementation of Special Education IEP Modifications & Accommodations that is done on a consistent and effective basis through walkthroughs on a weekly basis.		Administration, Leadership Team					
Additional Targeted Support Strategy 5) SPED teacher will work in conjunction with the General Ed teacher, Reading Teacher, Math/Science Teacher, & ALL to plan and implement differentiated instruction to identified SPED students during designated RTI time.		Administration, SPED Teachers, Classroom Teachers, Leadership Team					

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Active Learning

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Directly Supports:
Board Goals 1-3

Performance Objective 4: STAAR Approaches Grade Level Scores for ELL students will increase by 4% by the end of the 2019-2020 school year.

I-Station ISIP scores for ELL students will indicate a year's worth of growth in reading and math by EOY 2020.
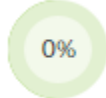
Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will progress monitor students monthly growth throughout the school year utilizing the ISIP reports, and DRA/EDL scores to drive instructional strategies and grouping of students within the scope of the campus Response to Intervention plan and structures.		Administration, Classroom Teacher, Special Education Teacher					
2) Create and implement a structured and comprehensive Response to Intervention (RTI) Plan that addresses students that are not meeting grade level standards. Structured RTI time will be built into the master schedule.		Administration, Classroom Teacher, Special Education, ALL, Literacy Teacher, Math/Science Teacher					
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: Gifted and Talented - Thirty percent of gifted and talented students in grades 3-5 will master the STAAR in reading and math.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hire a GT teacher that will ensure that the Gifted & Talented district curriculum is taught to the identified GT students in 4th and 5th grade.		Administration					
2) Kinder through 3rd grade teachers will ensure the students within their grade level that are identified as GT are receiving adequate services for the required amount of time.		Administration, Classroom Teacher					
3) 1st through 5th grade GT students will exhibit and present their year-long project at the end of the year for the school and community in the GT Expo night.		Administration, Classroom Teacher, GT Teacher					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: STAAR Approaches Grade Level Scores for At-Risk students will increase by 4% by the end of the 2019-2020 school year. I-Station ISIP scores for At-Risk students will indicate a year's worth of growth in reading and math by EOY 2020.

> **Evaluation Data Source(s) 6:**
>
> **Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide targeted intervention through data analysis of I-Station ISIP reports, Accelerated Reader, and Guided Reading small group differentiated plans for Kinder-5th grade and DRA/EDL for K-2nd grade.		Administration, Classroom Teacher, Literacy Teacher					
2) Create and implement a structured and comprehensive Response to Intervention (RTI) Plan that addresses students that are not meeting grade level standards. Structured RTI time will be built into the master schedule.		Administration, Classroom Teacher, ALL, Literacy Teacher, Math/Science Teacher					
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment - Hire highly qualified teachers and paraprofessionals and provide a positive school culture.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Attend job fairs to recruit highly qualified teachers for open positions on the campus.		Administration					
2) Assign teacher mentors to new teachers to the campus and/or district.		Administration, Literacy Teacher, ALL, Math/Science Teacher					
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development Professional development will be aligned with all district and campus curricular initiatives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Teachers will attend weekly Professional Learning Communities (PLCs) to collaborate as a grade level along with the campus Reading and/or Math/Science teacher with planning through TEKS Resource System (TRS) curriculum and disaggregating data.		Administration, ALL, Literacy Teacher, Math/Science Teacher, Classroom Teacher, Special Education Teacher					
Comprehensive Support Strategy 2) Teachers and Campus Administrators will attend Professional Development sessions and workshops pertaining to district and/or campus initiatives in or out of town, that will be turned around in the classrooms upon completion of the trainings. Teacher will need to call in a Substitute for these sessions and workshops.		Administration, ALL, Literacy Teacher, Math/Science Teacher, Classroom Teacher, Special Education Teacher					
Funding Sources: 211 ESEA Title I (Campus) - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) Teachers will attend continuing Professional Development for the growth and implementation of the districts initiative of Balanced Literacy and Guided Reading in grades Kinder through 5th grade.		Administration, ALL, Literacy Teacher, Math/Science Teacher, Classroom Teacher, Special Education Teacher					
Comprehensive Support Strategy 4) Teachers will utilize the TEKS Resource System (TRS) backwards design model of lesson planning across content areas that will reflect research-based, best practice strategies in conjunction with campus Positive Behavior Interventions System (PBIS) initiatives and incorporating Social Emotional Learning (SEL)/Core Value initiatives.		Administration, ALL, Literacy Teacher, Math/Science Teacher, Classroom Teacher, Special Education Teacher					
5) Identified Guiding Coalition members on the campus will continue to meet monthly and build on the purpose of the team to continually improve student learning and providing support to all faculty and staff and promoting a culture of unity and accountability.		Administration, Guiding Coalition Members					
6) Teachers will implement T-TESS aligned goals within their classroom and assure that the set goals are met by end of year.		Administration, ALL, Literacy Teacher, Math/Science Teacher, Classroom Teacher, Special Education Teacher					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Implement strategies to promote a safe and vibrant learning environment that supports the SEL & PBIS Framework.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Provide guidance lessons and reading materials on positive behavior intervention system strategies, tier interventions and core values of being ready, respectful and responsible		Administration, Counselor PBIS Coach					
2) Develop discipline, standard of excellence, and self-confidence in students through the Core Values and implementing the PBIS model that will positively impact their education and self-esteem.		Administration, Counselor, PBIS Coach, Classroom Teacher					
3) Develop a school-wide implementation plan for utilizing Social Emotional Learning (SEL) strategies that will not only support the students, but will enhance the faculty/staff work environment.		Administration Counselor SEL Team		0%	0%	0%	
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management - Follow federal, state, and local budget guidelines for all expenditures.

Cooley will meet 100% compliance with Federal, State, and Local facility use requirements and initiatives as reported on internal and external audits.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintaining a budget guideline for Federal and State personnel hired for the campus.		Administration, Secretary					
2) Purchase supplies and materials for students, teachers, and administrators while maintaining a budget guideline.		Administration, Secretary					
Funding Sources: 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 147.80							
3) Conducting a monthly budget audit of expenditures that have been allocated, are in process, and those that need to be made for the campus.		Administration, Secretary					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement-
Engage parents and community members in meaningful learning experiences on a regular monthly basis.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parent Engagement Liaison (PEL) will keep a record of all Title 1 Parent Components that have been met throughout the school year in a binder that will be available to review at the Beginning, Middle, and End of the Year.	2.5, 2.6, 3.1, 3.2	Administration, Parent Engagement Liaison					
2) Parent Engagement Liaison (PEL) will attend Staff Development for Title 1 and will host and /or conduct Title I meetings and /or presentations for parents and submits monthly original documentation to the parent engagement office Facilitator/Assistant.	2.6, 3.1, 3.2	Administration, Parent Engagement Liaison					
	Funding Sources: 211 ESEA Title I (Campus) - 200.00						
3) Parent Engagement Liaison (PEL) will coordinate grade level specific informational meetings along with a grade level performance on a monthly basis that will be conducted after school. (e.g. Literacy, Math & Science Strategies, STAAR Information Night, Parent/Teacher Conferences)		Administration, Parent Engagement Liaison, Classroom Teacher					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Parent Engagement Liaison (PEL) will establish networks with VIPS and increase the enrollment and participation on a monthly basis.		Administration, Parent Engagement Liaison					
5) Parent Engagement Liaison (PEL) will adequately promote all upcoming campus events with the VIPS as well as surrounding community members.		Administration, Parent Engagement Liaison					
Funding Sources: 211 ESEA Title I (Campus) - 80.00							
6) Parent Engagement Liaison (PEL) will adequately plan and promote any Title I event on campus.		Administration, Parent Engagement Liaison					

100% = Accomplished   = Continue/Modify   0% = No Progress   X = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Hire a qualified Reading Specialist to provide services for students identified with dyslexia.
1	1	26	Each grade level will collaborate during scheduled "Power Planning" days throughout the year with the Active Learning Leader, Administration, and Instructional Team. Teachers will developquality lessons and interventions for at-risk students. Teachers will need to call in a Substitute for these Power planning days.
2	2	1	Teachers will attend weekly Professional Learning Communities (PLCs) to collaborate as a grade level along with the campus Reading and/or Math/Science teacher with planning through TEKS Resource System (TRS) curriculum and disaggregating data.
2	2	2	Teachers and Campus Administrators will attend Professional Development sessions and workshops pertaining to district and/or campus initiatives in or out of town, that will be turned around in the classrooms upon completion of the trainings. Teacher will need to call in a Substitute for these sessions and workshops.
2	2	3	Teachers will attend continuing Professional Development for the growth and implementation of the districts initiative of Balanced Literacy and Guided Reading in grades Kinder through 5th grade.
2	2	4	Teachers will utilize the TEKS Resource System (TRS) backwards design model of lesson planning across content areas that will reflect research-based, best practice strategies in conjunction with campus Positive Behavior Interventions System (PBIS) initiatives and incorporating Social Emotional Learning (SEL)/Core Value initiatives.
2	3	1	Provide guidance lessons and reading materials on positive behavior intervention system strategies, tier interventions and core values of being ready, respectful and responsible

State Compensatory

Budget for Cooley Elementary School:

Account Code	Account Title	Budget
6300 Supplies and Services		
185.11.6399.111.30.000.111	6399 General Supplies	$1,256.65
	6300 Subtotal:	**$1,256.65**

Personnel for Cooley Elementary School:

Name	Position	Program	FTE
Lorena Saldivar	Campus Teaching Coach	Math/Science	100.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Cooley Elementary, the Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school 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 are at-risk of failing, to meet the challenging State academic standards. The campus met to create and plan the CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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 school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards, including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners, as well as "at-risk" students.]

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

2.4: Opportunities for all children to meet State standards

Campus will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Campus will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched

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

Campus will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. The campus must indicate the CIP page number(s) and indicate or highlight where the n

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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 Training Elementary School Generated by Plan4Learning.com.

3.2: Offer flexible number of parent involvement meetings

Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement Provide materials and training to help parents work with their child, such as literacy and technology training Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand Provide reasonable support for family engagement activities

Title I Personnel

Name	Position	Program	FTE
Anna Moreno	Paraprofessional Instruction	Reading/Math	100.00
Manuela Huerta	Reading Teacher	Reading	100.00
Maria Parra	Paraprofessional PreK	PreKindergarten	100.00
Rosa DeAngelis	Paraprofessional Instruction	Reading/Math	100.00

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	Erin Evans	Active Learner Leader
Non-classroom Professional	Susana Villela	Counselor
Classroom Teacher	Jennifer Sahs	Special Education Resource Teacher
Classroom Teacher	Verna Gamez	PreK Teacher
Classroom Teacher	Lilia Sanchez	First Grade Teacher
Classroom Teacher	Hortencia Chairez	Second Grade Teacher
Classroom Teacher	Rosalinda Ortiz	Third Grade Teacher
Classroom Teacher	Victor Villanueva	Fourth Grade Teacher
Administrator	Elizabeth Prangner	Principal
Parent	Rosalba Trueblood	Parent
Non-classroom Professional	Rosa Briones	Parent Engagement Liason

Campus Funding Summary

185 SCE (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	185.11.6299	185.11.6299.111.11.100.111	$3,494.15
1	1	11	Other payroll payments	185.11.6117	$0.00
1	1	11	Other payroll fringes	185.11.614X	$940.00
1	1	14	Classroom furniture	185.11.6396	$0.00
1	1	18	Student supplies for instruction	185.11.6399	$1,256.65
1	1	22	Campus Teaching Coach position	185.11.6119	$32,700.72
1	1	22	Campus Teaching Coach - fringes	185.11.614X	$4,053.88
1	1	22	Campus Teaching Coach position	185.13.6119	$32,700.72
1	1	22	Campus Teaching Coach - fringes	185.13.614X	$4,053.88
1	2	2	Miscellaneous	185.31.6499	$0.00
3	1	2	General Supplies	185.11.6399	$0.00
				Sub-Total	$79,200.00
				Budgeted Fund Source Amount	$79,200.00
				+/- Difference	$0

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading materials	211.11.6329	$1,052.20
1	1	2	Library Resources	211.12.6329	$1,000.00
1	1	2	Library Supplies	211.12.6399	$300.00
1	1	5	Literacy Teacher- salary	211.11.6119	$61,148.26
1	1	5	Literacy Teacher- fringes	211.11.614X	$13,074.28

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Paras-salary	211.11.6129	$41,073.76
1	1	6	Instructional Paras-fringes	211.11.614X	$16,268.22
1	1	6	Para PK-salary	211.11.6129.111.32.801.111	$19,951.76
1	1	6	Para PK-fringes	211.11.614X.111.32.801.111	$7,992.64
1	1	9	Formal and informal assessments	211.11.6339.111.24.801	$3,000.00
1	1	18	General Supplies	211.11.6399	$3,741.08
1	1	26	Substitutes	211.11.6112.111.24.362.111	$4,800.00
1	1	26		211.11.6141.111.24.362.111	$70.00
1	1	27		211.11.6399.111.24.801	$0.00
1	1	30		211.11.6399.111.24.801.111	$0.00
1	1	35	Field trips	211.11.6499	$0.00
1	2	2	Miscellaneous	211.31.6499	$0.00
2	2	2	Miscellaneous	211.13.6239.111.24.801.111.2019	$0.00
2	2	2	Workshops	211.13.6499	$0.00
2	2	2		211.23.6411	$2,500.00
3	1	2	Reading Materials for teachers _ to improve instruction	211.13.6329	$147.80
3	1	2	General Supplies	211.23.6399	$0.00
4	1	2	Parental Miscellaneous	211.61.6499	$200.00
4	1	5	General Supplies	211.61.6399	$80.00
				Sub-Total	$176,400.00
				Budgeted Fund Source Amount	$176,400.00
				+/- Difference	$0
				Grand Total	$255,600.00