Conroe Independent School District

Milam Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Milam Elementary did not meet all three target areas:

- Domain 1- Student Achievement: 69 (D)
- Domain 2 - Student Progress: 74 (C)
- Domain 3 - Closing Performance Gaps: 62 (D)
- Overall 2019 Accountability: 70 (C)

Below is a summary of the 2019 STAAR campus results for Milam Elementary:

- 3rd Grade Reading - 66% Approaches; 34% Meets and 18% Masters
- 3rd Grade Math - 82% Approaches; 52% Meets and 23% Masters
- 4th Grade Reading - 67% Approaches; 26% Meets and 12% Masters
- 4th Grade Math - 74% Approaches; 45% Meets and 19% Masters
- 4th Grade Writing - 51% Approaches; 18% Meets and 4% Masters

2020 - 2021 Benchmark Assessment System (BAS) Results during the BOY Assessment Window:

- 33% of 4th grade students are reading at grade level or above
- 18% of 3rd grade students are reading at grade level or above
- 19% of 2nd grade students are reading at grade level or above
- 22% of 1st grade students are reading at grade level or above

Student Achievement Strengths

The following areas were found to be stregths for Milam Elementary.

- 79% of students met approaches grade level in math.
- 82% of students met approaches grade level in math.
- 49% of students scored at "meet Grade Level" in math.
- Milam Elementary received an overall grade of "C" on the state accountability system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Milam had 51% of the students at approaches grade level or above on the 2019 STAAR Writing test. **Root Cause:** Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.

Problem Statement 2 (Prioritized): Milam had 45% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test. **Root Cause:** Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.

Problem Statement 3 (Prioritized): Milam had 30% of the white sub group reached Met Standard in reading on the 2019 STAAR test. **Root Cause:** We need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.

Problem Statement 4: Milam had 49% of the white sub group reach Met Standard in math on the 2019 STAAR test. **Root Cause:** We need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.

Culture and Climate

Culture and Climate Summary

When looking at the Organizational Health Inventory, Milam has all domains at Independent or Interdependent. Our Goal focus was the highest 71 percentile. Our adaptation domain was not only our lowest, but also had the smallest amount of improvement.

Below is a summary of results from the Organizational Health Instrument from January 2020:

OH Dimensions	2018	2019	Change
Goal Focus	74	58	-16
Communication Adequacy	82	71	-11
Optimal Power Equalization	83	69	-14
Resource Utilization	76	53	-23
Cohesiveness	70	65	-5
Morale	86	63	-23
Innovativeness	75	63	-12
Autonomy	69	70	1
Adaptation	51	43	-8
Problem Solving Adequacy	70	68	-2
Average OH Score	**48**	**63**	**15**

Culture and Climate Strengths

- Goal focus

-Morale

- Power equalization

-Problem Solving Adequacy

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Milam scored in the 43% percentile in the domain of Adaptation on the OHI (Organizational Health Inventory). **Root Cause:** Campus core team needs to anticipate external changes to become proactive adopters.

Parent and Community Engagement

Parent and Community Engagement Summary

The parents at Milam are not as involved as we would like them to be. We have a very small three person PTO, and although they can usually recruit volunteers for big events, they are unable to get others to be actively involved on a regular basis. We also do not have a large volunteer base to help with day to day school and classroom projects, mentor students, or provide assistance for teachers.

Parent and Community Engagement Strengths

- Parent Survey results show tht the 83% of the respondants feel that they receive timely and accurate information from the school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a lack of parent and community involvement in the everyday operations as well as special events. **Root Cause:** There is a need for the staff to be trained in meeting the needs of our school community.

Priority Problem Statements

Problem Statement 1: Milam had 51% of the students at approaches grade level or above on the 2019 STAAR Writing test.
Root Cause 1: Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Milam had 45% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test.
Root Cause 2: Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Milam had 30% of the white sub group reached Met Standard in reading on the 2019 STAAR test.
Root Cause 3: We need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Milam scored in the 43% percentile in the domain of Adaptation on the OHI (Organizational Health Inventory).
Root Cause 4: Campus core team needs to anticipate external changes to become proactive adopters.
Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: There is a lack of parent and community involvement in the everyday operations as well as special events.
Root Cause 5: There is a need for the staff to be trained in meeting the needs of our school community.
Problem Statement 5 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, 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
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Milam Elementary will increase the percentage of students at approaches grade level on the Writing STAAR by 10%

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** STAAR test, Benchmark test, district and campus checkpoints, common assessments.
>
> **Summative Evaluation:** None

Strategy 1: Explicitly teach grammar and conventions, within the context of the CISD READS and Writers Workshop, implementing mentor sentences and daily writing in every K-4 classrooms.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase revising/editing scores and increase application of conventions on written compositions.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and District Instructional Coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Student Achievement 1, 2				
Funding Sources: Coaching Support from Campus Coaches - Title I - $75,000, Student Tutorials - State Comp Ed - $5,000, Planning and Materials for Teachers - Title I - $4,000, Reading Instructional Materials - Title I - $5,500, Academic Night - Title I - $1,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Milam had 51% of the students at approaches grade level or above on the 2019 STAAR Writing test. **Root Cause:** Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.
Problem Statement 2: Milam had 45% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test. **Root Cause:** Our teachers need a systematic approach to grammar that is aligned to the writing curriculum.

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Milam Elementary will increase the percentage of EL students at approaches grade level on the STAAR Writing test by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test, Benchmark test, district and campus checkpoints, common assessments.

Summative Evaluation: None

Strategy 1: Provide training and support for teachers with various research based instructional strategies to address the unique academic needs of current and monitored EL in writing.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase revising/editing scores and increase application of conventions on written compositions for ELs.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, and District Instructional Coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: Academic Night - Title I - $1,500, Writing Instructional Materials - Title I - $3,200, Staff Development and Training Resources - Title III - $5,200				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Milam will increase 25% of students scoring on Meets grade level or higher on the Reading STAAR .

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test, Benchmark test, district and campus checkpoints, common assessments.

Summative Evaluation: None

Strategy 1: Re-examin the effectiveness of Readers Workshop in K-4 classroom thru and in depth examination of classroom practices.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Growth and student performance in reading comprehension assessments.	Feb	Apr	July	July
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach and District Coach.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Funding Sources: RAZ Kids and Technology to Support - Title I - $15,000, General Education Teachers - State Comp Ed - $612,241, Student Tutoring - State Comp Ed - $4,300, RTI Teacher - Title I - $75,000, Classroom Libraries - Title I - $49,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Student Achievement and Post-Secondary Success:
CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: Milam will increase 20% of students scoring on Meets grade level or higher on the Math STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks, district and campus checkpoints, and common assessments.

Summative Evaluation: None

Strategy 1: Continue the emphasis on small group math instruction such as guided math, tracking individual progress	Reviews			
Strategy's Expected Result/Impact: Increase performance on common assessment, DCC and Benchmarks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Coach and District Coach. **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Feb	Apr	July	July
Funding Sources: General education teachers - State Comp Ed - $612,241, Academic Night - Title I - $1,500, Instructional Materials - Title I - $6,000, Student Tutoring - State Comp Ed - $4,166, Technology - Title I - $20,186, Math Campus Instructional Coach - Title I - $75,000				

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

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Meet with campus secretary DAILY in morning meetings to include a review of expenditures and reconcile bank statements as part of the Break Through Training attended in the 19-20 school year.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: This will ensure that monies are being delegated appropriately based on the campus needs assessment		Feb	Apr	July	July
Staff Responsible for Monitoring: Principal					
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture					
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Recruitment, Development, and Retention of Staff:
CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Provide instructional support and training for teachers in order to increase retention.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: By providing teachers with necessary training and following up with campus coach support for implementation, teachers will feel supported and this will increase the retention rate.	Feb	Apr	July	July
Staff Responsible for Monitoring: Administration and Campus Instructional Coaches				
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: Teacher Staff Development - Title I - $5,500, Book Study - Title III - $2,300				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Provide opportunities for parents to participate in decisions through surveys.			Reviews			
Strategy's Expected Result/Impact: By giving parents a voice, partnerships can be established and fostered.			Formative			Summative
Staff Responsible for Monitoring: Foundation Committee and Administration			Feb	Apr	July	July
Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture						
Funding Sources: Parent Involvement - Title I - $3,228						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the EOP.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: By reviewing and practicing safety procedures, school officials can determine areas of improvement and address them before a real event.	Feb	Apr	July	July
Staff Responsible for Monitoring: Assistant Principal and safety team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Conduct walk through and observations during virtual instruction to look for implementation of innovative online instructional tools to increase student engagement.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increasing student engagement through technology will increase student academic outcomes.	**Feb**	**Apr**	**July**	**July**
Staff Responsible for Monitoring: Administrators and Instructional coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✕ Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Utilize school messenger, marque, and social media to share information about school events, initiatives, meetings, and activities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: By providing communication through multiple methods, we are likely to reach more families.	Feb	Apr	July	July
Staff Responsible for Monitoring: Web master, Secretary, social media liaisons.				
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Personnel for Milam Elementary

Name	Position	Program	FTE
Gen Education	Teachers for At-Risk Students	State Comp Ed	18.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Milam we conducts an annual comprehensive needs assessment. We look at every aspect of the school and analyz the academic achievement of all students and subgroups of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

We at Milam develop the CIP with the involvement of the site based decision making team, which consists of a variety of stakeholders, including teachers, principals, parents, community and business members. We analyzed data from 2018-2019 school year including student progress, student achievement, TELPAS, benchmarks, reading levels. We looked at all groups and subgroups.

2.2: Regular monitoring and revision

Milam will monitor the CIP throughout the school year and revise strategies based on identified needs. The plan will be monitored by the core team with input from the site based team and classroom teachers when revisions are needed.

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

Milam will make the CIP available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

2.4: Opportunities for all children to meet State standards

The campus implements specific strategies to address school needs. This will provide opportunities for all students to exceed academic standards.

Teachers meet with instructional coaches to create progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through:

- Tutoring
- RTI

- Small group instruction
- guided reading
- LLI
- In class support

2.5: Increased learning time and well-rounded education

All grade level teachers plan quality lesson to ensure the amount of quality learning time occures everyday. Through planning teacher design instructional lesson to ensure students receive a well rounded education.

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

Milam will address the needs of all students with a focus on students who are at-risk or not meeting academic standards. We closely monitor our at-risk students through:

-RTI

-data collection

-IEP implementation

-Reading level progress

-Guided Math

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Milam develops, in collaboration with parents, the Family Engagement Policy and the School/Parent Compact and distributes it via school messenger as well as hard copies to all parents at the beginning of the school year. We distribute a family survey in the forth grading period and use those results to develop our needs assessment for community and parent involvement.

3.2: Offer flexible number of parent involvement meetings

PTO meetings are held monthly and public meetings alternate times between morning and evening to ensure all parents have the opportunities to participate. Parent/teacher conferences are held during the day and before/after school. All school/home communication is provided electronically, as well as hard copies of our newsletter to ensure all of our parents have an opportunity to participate in school meetings and events.

Title I Personnel

Name	Position	Program	FTE
Alexis Clark	Instructional Coach	Title I	1.00
Gabriela Juarez	Instructional Coach	Title I	1.00
Melanie Dahlke	RTI	Title I	1.00

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Student Tutorials		$5,000.00
1	3	1	General Education Teachers		$612,241.00
1	3	1	Student Tutoring		$4,300.00
1	4	1	General education teachers		$612,241.00
1	4	1	Student Tutoring		$4,166.00
				Sub-Total	$1,237,948.00
				Budgeted Fund Source Amount	$1,237,948.00
				+/- Difference	$0.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Coaching Support from Campus Coaches		$75,000.00
1	1	1	Planning and Materials for Teachers		$4,000.00
1	1	1	Reading Instructional Materials		$5,500.00
1	1	1	Academic Night		$1,500.00
1	2	1	Academic Night		$1,500.00
1	2	1	Writing Instructional Materials		$3,200.00
1	3	1	RAZ Kids and Technology to Support		$15,000.00
1	3	1	RTI Teacher		$75,000.00
1	3	1	Classroom Libraries		$49,000.00
1	4	1	Academic Night		$1,500.00
1	4	1	Instructional Materials		$6,000.00
1	4	1	Technology		$20,186.00
1	4	1	Math Campus Instructional Coach		$75,000.00
3	1	1	Teacher Staff Development		$5,500.00
4	1	1	Parent Involvement		$3,228.00
				Sub-Total	$341,114.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$341,114.00
				+/- Difference	$0.00
Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Staff Development and Training Resources		$5,200.00
3	1	1	Book Study		$2,300.00
				Sub-Total	$7,500.00
				Budgeted Fund Source Amount	$7,500.00
				+/- Difference	$0.00
				Grand Total	$1,586,562.00

Addendums