

Royal Independent School District
Royal Early Childhood Center
2020-2021 Campus Improvement Plan



Mission Statement

Our mission is to develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: moral, intellectual, social, emotional, and physical.

Vision

Royal Early Childhood Center, with children as its first priority, strives to be recognized as a leader in PK, K , and 1st grade education.

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Comprehensive Needs Assessment

Revised/Approved: August 14, 2020

Demographics

Demographics Summary

Demographics Summary

Royal Early Childhood Center (ECC) is one of five campuses in Royal Independent School District located in Brookshire, Texas. Brookshire is a rural community near an up and coming business corridor. Royal Early Childhood Center is home to prekindergarten through first grade students. This campus also houses students in our Early Childhood Special Education Program (ECSE). Early Childhood Special Education (ECSE) is a federal and state mandated program for children with disabilities ranging from ages 3-5.

Approximately 513 students are enrolled on campus and student subgroups are broken down as follows: 72.9% Hispanic, 14.1% Black, 10.4% White and 2.2% Multi-Race students.

The Early Childhood Center has offered full day Pre-K for 4 years. We have also implemented a One-Way and Two-Way Dual Language Program . Students are admitted to the two-way dual language program after completing an application, testing and lottery process.

Demographics Strengths

The Royal Early Childhood administrators, teachers and staff believe in continuous improvement. The district has sought to find the highest quality instructional programs that address all content areas and meet the increasing demands of our students. The teachers, staff and administrators ensure that the instructional materials provided are being implemented daily with fidelity. Instructional paraprofessionals support prekindergarten students and teachers by assisting with guided reading and guided math instruction in the classroom. Campus interventionist provide reading and math interventions to kindergarten and first grade TIER 2 and TIER 3 students.

At Royal ECC instruction is guided by the TEKs Resource System and the Kindergarten guidelines.

Instructional materials for first line instruction include the following: Fountas and Pinnell Phonics, Fountas and Pinnell Classroom System, Comprehension Tool Kit, Units of Study Writing and Kim Sutton Math. Interventionist use Level Literacy Intervention(LLI), Soluciones and Do

the Math kits to provide additional support in achieving overall reading and math goals. Next Steps to Guided Reading and Istation Reading and Math are also used daily.

Our bilingual program offers one way and two way dual language instruction. Reading/Language Arts, Science, and Social Studies are taught in the students native language, while Math is taught in English to all students. Teachers and students follow the assign language of the day (LOD) during classroom instruction and in various common areas on campus.

Students in kindergarten and first grade will be assessed using the Developmental Reading Assessment (DRA) to determine current reading levels throughout the year. During the 2019-2020 school year, 86% of the monolingual kindergarten students met the middle of the year goal on DRA. Eighty-two percent of the bilingual students met the middle of year goal for DRA. End of year testing was not administered due to COVID 19 pandemic. Normally students are tested three times a year and improvement is documented and used to guide instruction.

Approved scheduling changes during the 2019-2020 school year allowed the interventionists to pull reading and math intervention groups during the 90 min block of time or during small group time. Classroom teachers also pull intervention students in small group and provide additional support.

TIER 2 & 3 students will receive instruction from a paraprofessional, a teacher and/or an interventionist. Progress monitoring is completed weekly and adjustments made as needed. Bilingual students receive interventions in Spanish using Soluciones and in English using Do the Math Program.

Using local funding, Royal ECC will continue to share a librarian with the 2nd-5th grade campus and maintain a library paraprofessional that will assist with library duties. We will also continue to share a school counselor with the STEM Academy.

Royal ECC will continue to use Istation in PK, K, and 1st grade classrooms and in designated computer labs to reinforce skills taught during mini lessons and small group instruction. The ECC will also encourage parents to allow students to use the Istation "home" edition. Research shows that Istation helps students grow in skills predictive of future reading success. Istation's computer-adaptive curriculum and assessment are research-based and aligned to individual state standards.

Priority Problem Statements

Problem Statement 1: DRA scores for first grade showed 43% of bilingual students meeting MOY goal whereas 32% of the monolingual students meeting MOY goal. DRA scores for Kinder showed 51% of bilingual students meeting MOY goal whereas 41% of the monolingual students meeting MOY goal. Only 36% of our monolingual PK students meet or exceed MOY Target on Rapid Letter Naming whereas 56% of bilingual PK students meet or exceed MOY target on Rapid Letter Naming

Root Cause 1: Teachers are in need of additional training in conducting guided reading instruction. The campus is in need of a bilingual reading interventionist.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There was only a 3% increase in first grade tier one MOY math scores and a 1% increase increase in kindergarten Tier 1 MOY math scores I-Station.

Root Cause 2: Teachers need training on how to utilize data from i-Station reports to identify specific student deficits.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We are not meeting the attendance goal of 97%

Root Cause 3: Students are arriving to school after attendance has been taken and parents are not sending doctors' notes to excuse absences. There is a need to increase parent engagement.

Problem Statement 3 Areas: School Culture and Climate

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: Focus on Academics and Enrichment

Provide all students with effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: By implementing the district curriculum along with research-based instructional strategies to strengthen the instructional core, ECC will focus on Mathematics providing quality instruction and resources starting in pre-kindergarten to ensure that all students perform on grade level as measured by Istation and Circle testing.

Evaluation Data Source(s) 1: Istation reports will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide TEKS Resource System Curriculum Development for Kindergarten teachers to study TEKS for the upcoming grading period, instructional strategies, performance indicators, and academic vocabulary activities.	2.4	Instructional Specialists; Campus Principal	Improved scores on testing for campus				
Comprehensive Support Strategy 2) Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs.		Instructional specialists, Campus Administrative Team	Minutes from meetings/exit tickets; improved instruction				
Comprehensive Support Strategy 3) Continue to implement RTI intervention for students in TIER 2 and 3 for campus improvement.		Campus Administrative team, Coaches and Interventionist	Record of student attendance in RTI classes, parent conferences, and progress monitoring records.				
Funding Sources: Title I: 211 - 301038.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
4) Promote and extend early mathematics development based on the PK guidelines and the NCTM standards which include the content areas of number concepts, extending patterns, naming and recognizing shapes, understanding measurement, and sorting objects.		Administrative Staff	Grading period checklists, CIRCLE assessment, Classroom walkthroughs and small group binders				
	Funding Sources: Title I: 211 - 500.00						
5) Support learning by providing real life experiences through field trips that are in line with the TEKS Resource System and PK Guidelines. Some examples include visits to farms where children can learn about plants and animals, dairy, manufacturing facilities, museums and theaters.		Team leaders and Administrative Team	Sign-in sheets; students can explain/demonstrate learning				
	Funding Sources: Title I: 211 - 2500.00						
6) Maintain a system of monitoring & assessing the delivery of curriculum, engaging student lessons with strategic walk-throughs		Principals and Coaches	Improved teacher and student outcomes				
7) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor			Special Education students will increase their performance rate by 10% in the area of Math				
8) All pre-Kindergarten -1st grade teachers will implement the Kim Sutton Math Program. Students will receive guided instruction on how to solve mathematical problems in various ways.	2.4, 2.5, 2.6	Content Coaches, Teachers, and Administrators	Students will show academic success on unit test, istation and circle testing.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Focus on Academics and Enrichment

Provide all students with effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: Increase student attendance at the ECC to 97.0%

Evaluation Data Source(s) 2: Attendance rate as measured by Average Daily Attendance from PEIMS reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The campus PEIMS clerk and campus principal will monitor student attendance on a weekly basis and review reports. Monthly perfect attendance celebrations will be facilitated by campus PEIMS clerks.		Campus PEIMS Clerk, Teachers, and Principals	Weekly reports kept in binders. Weekly attendance rates will meet or exceed 97.0%.				
	Funding Sources: 199 General Funds: SCE - 2700.00						
2) Assist with enforcing district truancy policy.		Campus PEIMS clerk, principal	Number of referrals to the local judicial system for truancy				
							

Goal 1: Focus on Academics and Enrichment

Provide all students with effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 3: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Source(s) 3: Increase in use of innovative technologies including Eduphoria, Istation, Reading A to Z, Jr. and CLI Engage.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Continue to provide a Technology teacher in the ECC computer lab for easier access to Istation. Lab monitors will provide data analysis reports each nine weeks.		Principal	Improved time on Istation. Use computer lab A & B for Istation.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Focus on Academics and Enrichment

Provide all students with effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on early literacy providing quality instruction and resources starting in Pre- Kindergarten to ensure that all students read on grade level as measured by DRA, Istation and Circle testing.

Evaluation Data Source(s) 4: Istation reports, DRA levels and running records will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor.			Special education students will increase their performance rate by 10% in the area of reading				
2) Pre-kindergarten, Kindergarten and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared and guided reading and writing, vocabulary building, word recognition and phonemic awareness.		Administrators	Improvements on grading period checklists, Circle assessment, DRA assessment and istation data				
Funding Sources: 199 General Funds: SCE - 3000.00							
3) Learning Centers for Pre-kindergarten, kindergarten and 1st grade classrooms will be established to provide independent learning, as well as, student choice. These centers will include, but are not limited to literacy centers, bilingual literacy centers, social studies centers, science centers, mathe centers and technology centers.		Teachers, Coachers, and Administrators.	Improvement in overall literacy skills.				
Funding Sources: 199 General Funds: SCE - 3000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Focus on Academics and Enrichment

Provide all students with effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 5: By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on writing skills providing quality instruction and resources starting in pre-kindergarten to ensure that all students write on grade level as measured by writing rubrics created based on learning objectives.

Evaluation Data Source(s) 5: Student writing samples.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor.			Special education students will increase their performance rate by 10 % in the area of writing.				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) 1) Pk, Kinder and 1st grade teachers will implement researched -based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared/guided reading and writing, vocabulary building, word recognition and phonemic awareness.</p>		Academic Coaches and Administrators	Grading period checklist,				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Focus on Human Capital and Organizational Development: Recruit and hire qualified teachers and paraprofessionals and support them with ongoing professional development that will lead to success for all students.

Performance Objective 1: Increase the capacity of teacher leadership to facilitate collaboration

Evaluation Data Source(s) 1: Student achievement data will be evaluated to determine success including, but not limited to, CIRCLE Assessment for PK, Istation for PK, K, and 1st , DRA/EDL 2 for K and 1st.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Continue to build teacher leaders who can provide staff development in the areas of lesson plans, guided reading, and other instructional strategies to improve learning across the campus.		Team leaders, Principal	Improvement in Lesson plans, newsletters, agendas				
Comprehensive Support Strategy 2) Continue to provide ongoing coaching through the use of instructional coaches, the administrative team, and learning walks.		Instructional coaches, campus administrative team	Sign-in sheets for PD, classroom walkthrough data,				
Comprehensive Support Strategy 3) Provide professional development on strategies to improve reading through guided reading.		Team leaders and campus leadership	Sign-in sheets, increased scores from BOY to EOY.				
	Funding Sources: Title I: 211 - 2300.00						
4) Provide training on ELL strategies to all BL and ESL teachers and instructional aides. Provide ELPS & TELPAS training.		BL Director, Principal	Improved academic results				
	Funding Sources: Title III: 263 - 500.00						
5) Provide LPAC training for ESL/Bilingual teachers, administrators, and LPAC parent.		Principal	Improved success of committee.				
6) Work to retain highly qualified teaching staff and continue to recruit a well-trained and diverse population of teachers. Use Talent Ed to post all opening and attend job fairs as needed.		Campus Principal	Improved learning across the campus				

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
7) Instructional specialists will provide in class support and planning assistance for all teachers; Provide weekly PLC meetings for sharing strategies for improved instruction.		Campus Principal	Improved instruction; documented coaching "in the moment"				

Goal 3:
Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

Performance Objective 1: Seventy-five percent of the students in PK, K, and 1st grade will meet or surpass the requirements for grade level assessments.

Evaluation Data Source(s) 1: Using CIRCLE, Istation, and DRA/EDL2 the campus will meet the required goals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All students will receive TIER 1 instruction. Students in need of assistance as identified by the grade level assessments will receive TIER 2 instruction in a teacher small group. TIER 2 groups will be progress monitored.	2.4, 2.5, 2.6	Campus Leadership, classroom teacher	Students will show academic success on the assessment for their grade level.				
2) Kindergarten and 1st Grade teachers will continue to use the TEKS resource system and the leveled readers to assist with reading development. All students will participate in guided reading instruction and small groups daily. Teacher will also use the leveled literacy kits purchased in English and Spanish, as well as, the guided reading books organized in the library. The librarian will provide the principal with a list of books checked out by teacher monthly.	2.4, 2.5, 2.6	Campus leadership team, team leaders	Improved DRA/EDL2 scores across the campus				
Funding Sources: 199 General Funds: SCE - 5000.00							
3) Provide Chromebooks or tablets for each classroom to ensure that Istation reading and math skills are being developed during center time.		Campus leadership team.	Increased minutes across the campus and a year's growth determined by classroom.				
Funding Sources: 199 General Funds: SCE - 4000.00							
TEA Priorities Build a foundation of reading and math	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Principal	Students engaged in self-reading.				
4) Purchase in-class literacy centers							
Funding Sources: 199 General Funds: SCE - 800.00							
							

Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

Performance Objective 2: Seventy-five percent of the students in PK, K. and 1st grade will meet the grade LEVEL expectations for math as determined by Istation.

Evaluation Data Source(s) 2: Istation results improve monthly

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide strategic and prescriptive math instruction and interventions through the RTI program on the campus and through small group instructions. Students with Disabilities and bilingual students will receive targeted assistance by teachers, interventionist and paraprofessionals.		Teachers; campus leadership team	Improved math scores				
2) Utilize Istation computerized program for independent math practice in school and at home for all students.		Teachers and campus leadership team	Math growth				
3) Provide RTI Supplemental materials for students in Tier II and Tier III Interventions for math in English and Spanish as needed.		Teachers; interventionists, campus leadership team	TIER2 and 3 students grow in math strategies				
Funding Sources: 199 General Funds: SCE - 5000.00							
							

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

Performance Objective 1: Improve all communication with parents

Evaluation Data Source(s) 1: Communication comments/feedback reflect that parents are informed and involved in events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Call outs and student flyers to all parents about important events and holidays.	3.1	Office staff; principal	Improved attendance at events.				
Funding Sources: 199 General Funds: SCE - 500.00							
2) Continue to update calendar on campus website. Provide updates on social media and via Remind 101.		Principal; office staff	Parents are knowledgeable of events.				
							

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

Performance Objective 2: Through family and community partnerships, Royal ECC will expect a 10% increase in access and opportunity for family/community participation in the educational process.

Evaluation Data Source(s) 2: Family/community participation results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Continue to offer Family Events that will assist parents with materials and strategies for success.; Encourage attendance by family members at district sessions.	3.2	Campus leadership team; classroom teachers	Improved results in DRA/EDL2, Istation and CIRCLE				
2) Host the annual Title 1 Parent Meeting to collaborate with parents on the annual revision of the District Written Parent Engagement Policy.	3.1, 3.2	District level administrators	Meet requirements for Title 1				
3) Disseminate School-Parent -Student Compacts indicating each group's responsibilities to ensure student achievement	3.1	Teachers, principals, office staff	Increased number of compacts returned				
							

Goal 5: Public Communication: Improve student achievement and build community support by creating and implementing a proactive, strategic communication plan that encourages the success for all students.

Performance Objective 1: Improvement in all communication with parents and community.

Evaluation Data Source(s) 1: Involvement and communication will increase by 10%.

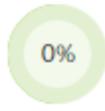
Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Send home all notes in English and Spanish. Send home flyers for special events; utilize school messenger for quick updates and reminders for meetings and events.	3.1, 3.2	Team leader, principal, office staff	Less phone calls about events.				
2) Conduct a GT meeting for parents of students in the Gifted and Talented program by March.	3.2	GT staff and principal	Improved attendance at meeting				
3) Encourage a grade level representative at all PTO meetings.		Team leaders	Improved communication and coordination.				
4) Communicate with all parents for parent conferences twice a year (minimum). One in the fall and one in the spring semester.		Teachers, office staff, campus leadership team	Increased parent attendance.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs.
1	1	3	Continue to implement RTI intervention for students in TIER 2 and 3 for campus improvement.
2	1	2	Continue to provide ongoing coaching through the use of instructional coaches, the administrative team, and learning walks.
2	1	3	Provide professional development on strategies to improve reading through guided reading.

Plan Notes

October 16- edited to include PreK funds

May 3rd - Committee met to review progress/formative goals.

Campus Funding Summary

Title I: 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries and materials		\$301,038.00
1	1	4			\$500.00
1	1	5			\$2,500.00
2	1	3			\$2,300.00
Sub-Total					\$306,338.00
Title III: 263					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$500.00
Sub-Total					\$500.00
199 General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Monitoring Student Attendance/Student incentives		\$2,700.00
1	4	2	Leveled books for small group instruction		\$3,000.00
1	4	3	Materials for learning centers		\$3,000.00
3	1	2	Additional DRA kits, Leveled books, book bags		\$5,000.00
3	1	3	Chromebooks		\$4,000.00
3	1	4	Literacy Centers		\$800.00
3	2	3	Math manipulatives, Math workstation materials and math literature		\$5,000.00
4	1	1	Post Cards and stamps		\$500.00
Sub-Total					\$24,000.00
Grand Total					\$330,838.00