

Lago Vista Independent School District

Lago Vista Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Lago Vista Elementary School inspires and supports a safe community of lifelong learners where every individual is valued and respected as part of the team.

Vision

The staff at Lago Vista Elementary is committed to providing positive learning experiences that foster a love of learning for all students, which include 21st century communication and collaboration skills. We are committed to developing students with character; who can think critically, be creative, and solve real world problems.

District Commitments

We will maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

We will provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

We will prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

We will attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

We will welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

We will develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lago Vista Elementary School serves students in grades Early Education through 3rd grade, with a total of 364 students (current enrollment as of September 2018). Our enrollment for September 2018 is down from our enrollment at the end of the 2017-2018 school year (417).

Lago Vista Elementary School demographic breakdown is as follows:

- White: 65%
- Hispanic/Latino: 30% (increase of 2% from previous year)
- Black or African American: less than 1%
- American Indian: less than 1%
- Hawaiian/Pacific Islander: less than 1%
- Two or More Races: 4%

Student enrollment in the following special populations are:

- Special Education: 15% (increase of 3% from previous year)
- Economically Disadvantage: 30% (decrease of 4% from previous year)
- English as Second Language: 13% (increase of 4% from previous year)
- Homeless: 3% (remained the same from previous year)
- Title 1 Math/Reading Services:
- Gifted and Talented: 5% (remained same from previous year)

LVES staff includes the following:

- 22 General Education Teachers (PK - 3rd grade)
- 3 Fine Arts Teachers (PE, Art, Music)
- 2 Functional Academics Teachers
- 1 Resource Teacher
- 2 Title 1 Specialists (Math and Reading, split with LVIS)
- 1 Dyslexia Teacher (shared with LVIS, LVMS, LVHS)

- 1 ESL Teacher (shared with LVIS, LVMS, LVHS)
- 1 GT Teacher (shared with LVIS, LVMS)
- 7 Paraprofessionals

Demographics Strengths

Lago Vista Elementary School strengths:

- Low teaching staff turnover (hired 3 new teachers for 2019-2020 school year as added positions)
- Low Pre-K classes (average of 7:1) due to recent legislative changes
- 13 out of 22 classroom teachers in PK-3rd grade are ESL certified

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population. **Root Cause:** There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.

Student Achievement

Student Achievement Summary

2019 STAAR Reading:

- All Students - 91% Approaches Grade Level (increase of 3% from 2018)
- All Students - 42% Masters Grade Level (decrease of 8% from 2018)
- Economically Disadvantage - 80% Approaches Grade Level; 15% Masters Grade Level
- Special Education - 76% Approaches Grade Level; 23% Masters Grade Level
- ESL - 55% Approaches Grade Level; 0% Masters Grade Level

2019 STAAR Math:

- All Students - 90% Approaches Grade Level (increase of 2% from 2018)
- All Students - 31% Masters Grade Level (decrease of 6% from 2018)
- Economically Disadvantage - 75% Approaches Grade Level; 10% Masters Grade Level
- Special Education - 69% Approaches Grade Level; 23% Masters Grade Level
- ESL - 64% Approaches Grade Level; 0% Masters Grade Level

Reading Data:

Teachers administer the Developmental Reading Assessment (DRA) three times a year to determine students' instructional reading level. In addition to the DRA, teachers in kindergarten through second grade also administer the Texas Primary Reading Inventory (TPRI) to determine students' phonological awareness skills. Both of these assessments are also used as qualifiers for Title 1 Reading or Early Reading Intervention services. Here is the breakdown of end of year DRA scores:

- Kindergarten: 67% (at or above grade level); 33% (below grade level)
- First Grade: 69% (at or above grade level); 33% (below grade level)
- Second Grade: 68% (at or above grade level); 32% (below grade level)
- Third Grade: 75% (at or above grade level); 25% (below grade level)

Math Data:

Teachers administer the Early Numeracy Assessment and Academic Performance Assessments (APA) three times a year to assess necessary facts and skills required to master grade level math concepts. Kindergarten students do not take the APA at the beginning of the year, as they have not been taught skills from the previous year. These assessments are also used as qualifiers for Title 1 Math. Here is a breakdown of the scores:

APA:

- First Grade: 87% Met Standard; 13% scored Advanced
- Second Grade: 44% Met Standard; 1% scored Advanced
- Third Grade: 24% Met Standard; 0% scored Advanced

Early Numeracy:

- Kindergarten: 77% (Tier 1); 17% (Tier 2); 6% (Tier 3)
- First Grade: 59% (Tier 1); 29% (Tier 2); 12% (Tier 3)
- Second Grade: 28% (Tier 1); 56% (Tier 2); 14% (Tier 3)
- Third Grade: 9% (Tier 1); 44% (Tier 2); 47% (Tier 3)

Teachers continue to meet in weekly Professional Learning Communities to build common assessments that align with grade level snapshots and unit organizers. Teachers discuss data from common assessments in PLCs to determine intervention and enrichment opportunities to meet the needs of all students.

Lago Vista Elementary School continues to implement a 4-Tier Response to Intervention process to determine struggling students' needs and provide quick and timely interventions. Tier 2 meetings are held monthly during PLCs with grade level teachers and RtI Coordinator to review students in the Tier 2 process. Tier 3 meetings are held bi-monthly to discuss students in Tier 3 and/or Tier 2 students not making progress. Tier 3 members include classroom teachers, Title 1 Math and Reading Specialists, Dyslexia teacher, ESL teacher, RtI Coordinator (Principal), 504 Coordinator (Counselor), and a member from the Special Education department when needed.

Student Achievement Strengths

Reading Academic Strengths:

STAAR Comparisons (2019 STAAR vs. 2018 STAAR)

- 3% increase in Approaches Grade level in All Students
- 46% increase in Approaches Grade level in Special Education sub group
- 9% increase in Masters Grade level in Special Education sub group
- 12% increase in Approaches Grade level in ESL sub group

Math Academic Strengths:

STAAR Comparisons (2019 STAAR vs. 2018 STAAR)

- 2% increase in Approaches Grade level in All Students
- 39% increase in Approaches Grade level in Special Education sub group
- 23% increase in Masters Grade level in Special Education sub group
- 21% increase in Approaches Grade level in ESL sub group

LVES continues to implement a 60-minute intervention block within the master schedule to allow teachers to provide intervention that does not impact instruction in the other content areas. This intervention block also allows students to receive Title 1 services, related services through special education, as well as GT.

Creating common assessments during PLC time that align with grade levels' snapshot and unit organizers, as well analyzing data from the common assessments, allows teachers to monitor student progress on TEKS throughout the year. This provides teachers with accurate and real-time data that is used to guide instruction and intervention. Data is posted in PLC room after assessments are given, and teachers monitor students progress who fall in multiple accountability sub groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. **Root Cause:** Not providing students with opportunities to think at higher levels of Blooms.

Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. **Root Cause:** Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Problem Statement 3: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners. **Root Cause:** Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

School Culture and Climate

School Culture and Climate Summary

Lago Vista Elementary School is in its third year of earning a "No Place for Hate" designation. A group of 3rd grade students meet monthly with the guidance counselor to plan activities throughout the year that teach kindness and anti-bullying.

Lago Vista Elementary School continues to ensure that we are meeting the needs of all students by ensuring that the following programs are in place: GT, ESL, Title 1 Math, Title 1 Reading, and Dyslexia. The master schedule is built to ensure that focus is on students' needs, and keeping instructional times uninterrupted.

Discipline Data:

Lago Vista Elementary School uses a PBIS system, both in common areas and classrooms, to ensure common language is used throughout the building. Staff members spent two days in August 2019 updating common area expectations to include descriptors of Respectful, Responsible and Safe behavior.

LVES recorded 87 discipline referrals in 2018-2019, with the breakdown as follows:

- 15% referrals were repeat offenders
- 62% of repeat referrals were from students with more than 2 referrals
- 38% of referrals were for physical aggression
- 30% of referrals were for noncompliance/disrespect
- 15% of referrals were for bullying/harassment
- 7% of referrals were for theft/vandalism
- 8% of referrals were for other offenses (throwing rocks, bringing toy guns to school)
- 4 students who had more than 2 referrals for the year were on tier 2 or tier 3 behavior contracts
- 4 students with referrals were coded as special education

Attendance Data:

LVES attendance data for the 2018-2019 school year was 95.4%, compared to 95.3% in 2017-2018. The district closed all schools for two days in January 2019 to clean campuses due to an increase of flu cases.

Parent Survey Data:

A parent survey was sent out in Spring 2019, and 58 parents responded to the parent survey. Parents felt that the school and staff were visible, responsive and provided a positive learning environment for all students. Some parent concerns included too much/too little homework, not enough extra curricular

activities for the elementary school, and lack of building/classroom cleanliness.

Staff Survey Data:

A staff survey was sent out in Spring 2019 and 37 staff members responded to the survey. Staff felt the administration was visible and supportive, were pleased with the recent pay increase, felt comfortable discussing issues/concerns with administrators, and valued the teacher appraisal system. Staff felt there was a bigger need to review common area expectations, and create a behavior RtI to address repeat office referrals.

School Culture and Climate Strengths

Lago Vista Elementary continue to have Title 1 Reading and Math interventionists to serve Kindergarten through third grade. LVES also partnered with the Education Connection program to provide reading mentors to grades 1-3 for students who needed extra reading support. Fifty percent of the students who read with a Literacy Partner made at least a year's growth in reading.

Teachers will continue to utilize a PLC time each week to work on curriculum, professional development and creating/analyzing data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There was increase of 66 office referrals in 2018-2019 from the year prior. **Root Cause:** A change in the Assistant Principal position resulted in accountability of reporting office referrals.

Problem Statement 2: 62% of the repeat office referrals were from students receiving more than 2 referrals. **Root Cause:** The lack of a campus-wide behavior RtI system made it difficult for teachers to create an effective behavior plan for students needing additional behavior supports.

Problem Statement 3: Common area expectations do not match the PBIS reward system of Respectful, Responsible and Safe behavior expectations on Golden Tickets. **Root Cause:** Common area expectations have not been reviewed and updated in a few years, which resulted in a lack of consistency in enforcing the expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lago Vista Elementary School teachers continue to have regular walkthroughs using the LVISD NexGen Teacher Appraisal model for regular feedback on instructional practices. Teachers also use professional goals and self-reflections throughout the year to help improve instructional practices and to grow professionally. Feedback is provided to teachers by campus administrators through walkthroughs and observations. Teachers were able to attend various professional development sessions throughout the year to help implement best practices (including CAMT, local professional development on new ELAR TEKS, TCEA).

Teachers and staff continue to be a part of the hiring process when new staff is needed. The 3 additional staff members were hired for the 2019-2020 school year due to growth in kinder and first grade. Due to the legislative session and new laws regarding state funded pre-kindergarten, LVES was able to hire an additional pre-kindergarten teacher. This decreased the class size in pre-kindergarten to under 10:1.

PLC time is in its 6th year of implementation and continues to focus on using common assessment data to drive instruction and intervention. Teachers feel this time is needed to focus on student needs and ways to work together to help meet the needs of all students. PLC agendas sent to campus administrators help focus the discussion and give teachers time to lead their own PLCs based on grade level needs.

Teachers continue to implement locally developed curriculum, that drives instruction in all classrooms. Teachers were given time over the summer of 2019 to update curriculum documents to reflect changes to the state English Language Arts standards. A new ELA textbook was adopted, so training took place over the summer.

Staff Quality, Recruitment, and Retention Strengths

Teacher turn over continues to be low at Lago Vista Elementary School. Only one teacher left at the end of the 2018-2019 to pursue a job in another district.

Teachers feel supported and valued by campus and district administrators.

Teachers engage in conversations with campus administrators about professional growth throughout the year via walkthroughs and summative conferences.

Lago Vista ISD passed another teacher pay increase that went into effect for the 2019-2020 school year that was additional to the state mandated raises passed during the legislative session.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: ESL student population continues to increase **Root Cause:** Changes to exit criteria means that we are unable to exit students from the ESL program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers continue to refine curriculum documents each to reflect state standards. The expectation is that curriculum documents are updated each quarter to reflect changes needed based on data. Teachers work together to identify priority standards and develop common assessments that align with those standards.

Walkthroughs occur frequently throughout the school year to ensure that best practices are being implemented, and curriculum documents are being followed. All teachers, including new staff members, have received Fundamental Five training. The two areas that our campus concentrated on last year, and will continue focusing on this year are Critical Writing and Higher Order Thinking skills. In 2018-2019 campus administrators completed 189 walkthroughs in addition to observations on 23 teachers.

Curriculum, Instruction, and Assessment Strengths

Common assessments are frequently developed and analyzed throughout a unit to determine a student's mastery of grade level TEKS. All data for 2nd and 3rd grade assessments are entered into Eduphoria, as well as campus screener data to make analyzing quicker.

Starting with the 2019-2020 school year, teachers will utilize a student data profile that tracks students' progress on campus wide screeners from kindergarten to third grade. In addition to the student data file, teachers will utilize a data wall to track students reading and common assessment data throughout the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Critical Writing accounted for only 5% (decrease of 4% from 2018-2019) of Teacher Instructional Practices. **Root Cause:** Campus administrators may not be capturing critical writing due to timing of walkthroughs, and students need to have more experiences with collaborating and communicating prior to asking them to write critically.

Parent and Community Engagement

Parent and Community Engagement Summary

Lago Vista Elementary School works very hard to ensure that there are opportunities for family and community involvement. Opportunities to further improve communication include using social media to connect with stakeholders and focusing on meeting the needs of a growing English as a Second Language (ESL) population within the community.

Parent and Community Engagement Strengths

Lago Vista Elementary benefits from an extremely active Parent Teacher Organization (PTO) and other parent groups, such as Watch Dogs. There is strong interest from parents to be better informed about campus activities and to be more involved in campus planning. PTO hosts two big fundraisers throughout the school year to help raise money that goes back into the classrooms. PTO is able to grant several teacher/grade level wish list items at the end of the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents would like to utilize the campus and grade level web pages to stay current on events and what is happening in the classroom.

Root Cause: Grade levels are inconsistent with updating grade level pages with curriculum and grade level information. There is not a common expectation for grade level web pages.

Technology

Technology Summary

Lago Vista Elementary School classrooms include an interactive Smart Board and a set of 10 iPads (Kinder and 1st grade classrooms), set of 12 iPads (2nd and 3rd grade classrooms), and a teacher laptop. Lago Vista Elementary School also has two Mac labs with 25 Mac desktops. Integrating technology to enhance instruction continues to be a part of the Teacher Appraisal System, and teachers continue to work with the Technology department to find ways to integrate technology.

Technology Strengths

Teachers in grades K-3 routinely use Seesaw to communicate with parents about the work students are completing in class.

Priority Problem Statements

Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR.

Root Cause 1: Not providing students with opportunities to think at higher levels of Blooms.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year.

Root Cause 2: Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population.

Root Cause 3: There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There was increase of 66 office referrals in 2018-2019 from the year prior.

Root Cause 4: A change in the Assistant Principal position resulted in accountability of reporting office referrals.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: 62% of the repeat office referrals were from students receiving more than 2 referrals.

Root Cause 5: The lack of a campus-wide behavior RtI system made it difficult for teachers to create an effective behavior plan for students needing additional behavior supports.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Common area expectations do not match the PBIS reward system of Respectful, Responsible and Safe behavior expectations on Golden Tickets.

Root Cause 6: Common area expectations have not been reviewed and updated in a few years, which resulted in a lack of consistency in enforcing the expectations.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: ESL student population continues to increase

Root Cause 7: Changes to exit criteria means that we are unable to exit students from the ESL program.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Critical Writing accounted for only 5% (decrease of 4% from 2018-2019) of Teacher Instructional Practices.

Root Cause 8: Campus administrators may not be capturing critical writing due to timing of walkthroughs, and students need to have more experiences with collaborating and communicating prior to asking them to write critically.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Parents would like to utilize the campus and grade level web pages to stay current on events and what is happening in the classroom.

Root Cause 9: Grade levels are inconsistent with updating grade level pages with curriculum and grade level information. There is not a common expectation for grade level web pages.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners.

Root Cause 10: Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- 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
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Action research results

Goals

Revised/Approved: October 07, 2015

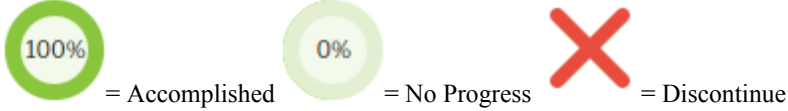
Goal 1: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 1: Increase the amount of students reading at or above grade level in kindergarten through second grade to at least 70% or higher by May 2020.

Evaluation Data Source(s) 1: Developmental Reading Assessment (DRA) data will show that at least 70% of students will be reading at or above grade level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide differentiated, small group instruction to meet the needs of all students.</p>	2.4, 2.5	Campus Administrators Classroom Teachers	Walkthrough data during reading will show that Guided Reading is being implemented on a consistent basis with the end result of an increase in students' mastery of grade level standards and reading levels.			
Problem Statements: Student Achievement 2						
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Utilize Title 1 Reading Specialist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.</p>	2.5, 2.6	Campus Administrators Title 1 Reading Interventionist	Students qualifying for Title 1 Reading will receive 30-minutes of targeted reading intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.			
Problem Statements: Student Achievement 2						
Funding Sources: Fund 211 - Title I, Part A - 700.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 3) Utilize I-Station Reading resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	2.4, 2.6	Campus Administrators Classroom Teachers	Routine review of Istation ISIP data will show that more students are scoring in the Tier 1 and Tier 2 levels for early/basic reading skills in IStation.			
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Investigate using Phonics Boost in Title 1 Reading services for students who are struggling with phonemic awareness in grades 1-3.	2.5, 2.6	Campus Administrators Title 1 Reading Interventionist	TPRI administrations at MOY and EOY will show that students are scoring "Developed" in phonemic awareness skills.			
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Purchase Reading A-Z and RAZ Kids for all 2nd and 3rd grade classrooms to help students with comprehension and fluency.	2.5, 2.6	Campus Administrator Classroom Teachers	MOY and EOY DRA scores will show that more students are meeting on grade level reading levels at each administration.			
						

Performance Objective 1 Problem Statements:

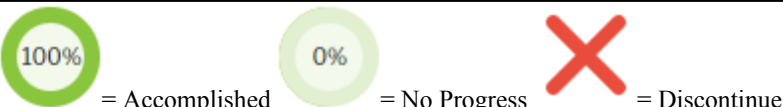
Student Achievement
Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. Root Cause 2: Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Goal 1: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 2: Increase the amount of students reading at or above grade level in third grade to at least 80% or higher by May 2020.

Evaluation Data Source(s) 2: Developmental Reading Assessment (DRA) data will show that at least 80% of students will be reading at or above grade level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide differentiated, small group instruction to meet the needs of all students.	2.4, 2.5	Campus Administrators Classroom Teachers	Walkthrough data during reading will show that Guided Reading is being implemented on a consistent basis with the end result of an increase in students' mastery of grade level standards and reading levels.			
	Problem Statements: Student Achievement 2					
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Utilize Title 1 Reading Specialist to provide Tier 3 reading interventions for students in K-3rd grade who qualify for services based on local criteria.	2.4, 2.6	Campus Administrators Title 1 Reading Interventionist	Students qualifying for Title 1 Reading will receive 30-minutes of targeted reading intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.			
	Problem Statements: Student Achievement 2 Funding Sources: Fund 211 - Title I, Part A - 0.00					
TEA Priorities Build a foundation of reading and math 3) Utilize I-Station Reading resource to identify and provide targeted, accelerated instruction for below-level readers for tier 2 and tier 3 intervention.	2.4, 2.6	Campus Administrators Classroom Teachers	Routine review of Istation ISIP data will show that more students are scoring in the Tier 1 and Tier 2 levels for early/basic reading skills in IStation.			
	Problem Statements: Student Achievement 2 Funding Sources: PIC 24 - Accelerated Education - 2145.00					
						

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. **Root Cause 2:** Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.




Goal 1: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 3: Kindergarten through third grade will increase math inventory scores in subitizing and fact fluency by at least 15% by May 2020.

Evaluation Data Source(s) 3: End of year Math Inventory scores will show an increase of at least 15% on subitizing and fact fluency.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Create pacing guide for subitizing and fact fluency for each grade level.</p>	2.4, 2.5, 2.6	Campus Administrators Math Vertical Team	Beginning and middle of year math inventory scores will show a progression of increase of scores in subitizing and fact fluency.			
	Problem Statements: Student Achievement 3					
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Utilize Title 1 Math Specialist to provide Tier 3 math interventions for students in K-3rd grade who qualify for services based on local criteria.</p>	2.4, 2.6	Campus Administrators Title 1 Math Specialist	Students qualifying for Title 1 Math services will receive 30-minutes of targeted math intervention, and growth monitored and tracked during bi-monthly Tier 3 meetings.			
	Problem Statements: Student Achievement 2 Funding Sources: Fund 211 - Title I, Part A - 0.00					
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Dedicate at least 10 minutes of fact fluency practice during math block.</p>	2.4, 2.6	Campus Administrators Classroom Teachers	Walkthrough data will show that students are engaged in fact fluency practice during the math block. Middle and End of year math inventory scores will show that more students are scoring at Tier 1 for addition and subtraction fluency at 2nd and 3rd grade.			
	Problem Statements: Student Achievement 3					
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week.</p>	2.4, 2.6	Campus Administrators Classroom Teachers	Walkthrough data and lesson plans will show that Number Talks are completed during math block.			
	Problem Statements: Student Achievement 1, 3					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

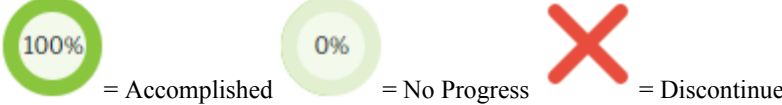
Student Achievement
Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. Root Cause 1: Not providing students with opportunities to think at higher levels of Blooms.
Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. Root Cause 2: Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.
Problem Statement 3: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners. Root Cause 3: Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

Goal 1: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 4: Increase the end of year Academic Performance Assessment (APA) meets and masters scores by at least 10% in kindergarten through second grade by May 2020.

Evaluation Data Source(s) 4: End of year APA scores will show an increase of at least 10% in meets and masters.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide on-campus professional development using Building Math Minds videos during PLCs that address best practices for math instruction.</p>	2.4, 2.6	Campus Administrators Classroom Teachers Math Vertical Team	PLC and Math Vertical Team agendas will include the professional development focus that will take place during PLCs.			
<p>Problem Statements: Student Achievement 1 Funding Sources: Fund 199 - General Fund - 400.00</p>						
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Plan effective Number Talks in the math block in all classrooms at least 2-3 times per week.</p>	2.4, 2.6	Campus Administrators Classroom Teachers	Walkthrough data and lesson plans will show that Number Talks are completed during math block.			
<p>Problem Statements: Student Achievement 1, 3</p>						
						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. Root Cause 1: Not providing students with opportunities to think at higher levels of Blooms.
Problem Statement 3: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners. Root Cause 3: Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.




Goal 1: Maximize student achievement by providing quality instruction and educational programs that meet the needs of all students, by developing an extensive curriculum that emphasizes collaboration, critical thinking, and creativity, by using high quality instructional strategies.

Performance Objective 5: Increase the percentage of third grade students scoring "Meets" and "Masters" on math and reading STAAR by at least 10% by May 2020.

Evaluation Data Source(s) 5: STAAR data will show that the percentage of third grade students scoring "Meets" and "Masters" standards will increase by at least 10%

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Identify students that score "Approaching" (or on grade level) and provide targeted small group instruction to address areas of concern.</p>	2.4, 2.5	Campus Administrators Classroom Teachers	Common assessment data, classroom observations will show students are making progress			
Problem Statements: Demographics 1 - Student Achievement 1						
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide on-campus professional development using Building Math Minds videos during PLCs that address best practices for math instruction.</p>	2.4, 2.6	Campus Administrators Classroom Teachers Math Vertical Team	PLC and Math Vertical Team agendas will include the professional development focus that will take place during PLCs.			
Problem Statements: Student Achievement 1						
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>3) Utilize 3rd Grade Measuring Up for high levels of critical thinking and standards based practice to prepare for STAAR and end of unit reading and math assessments.</p>	2.4	3rd Grade Math and Reading Teachers	Common assessments, along with daily standards practice, created during PLC meetings, will show that students are making progress on mastery of reading TEKS.			
Problem Statements: Student Achievement 1						
Funding Sources: PIC 24 - Accelerated Education - 1300.00						
4) Provide hands-on learning materials and resources to supplement the regular education program for students identified as at risk.						
Funding Sources: PIC 24 - Accelerated Education - 3120.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 5 Problem Statements:

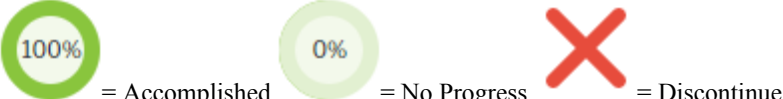
Demographics
<p>Problem Statement 1: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population. Root Cause 1: There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.</p>
Student Achievement
<p>Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. Root Cause 1: Not providing students with opportunities to think at higher levels of Blooms.</p>

Goal 2: Provide a safe, nurturing educational environment that reflects a commitment to leadership, digital citizenship, service, integrity, character, and high expectations for all students.

Performance Objective 1: Decrease the percentage of students with 2 or more office referrals by at least 10% by May 2020.

Evaluation Data Source(s) 1: Discipline data will show that percentage of students with 2 or more office referrals will decrease by 10%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Create a vertical Positive Behavior Support Team	2.6	Campus Assistant Principal PBIS Team Members	PBIS team agendas will show that strategies are being implemented across all common areas to address behavior expectations.			
ESF Levers Lever 3: Positive School Culture 2) Hold monthly behavior RtI meetings to set and review behavior goals for students with more than 2 office referrals.	2.6	Campus Administrators Classroom Teachers	Routine reviews of behavior goals will show a decrease in students with more than 2 office referrals.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 3) Investigate Capturing Kids Heart training for teachers.	2.6	Campus Administrators Classroom Teachers	Capturing Kids Heart training will give teachers additional strategies to use with students. *Funding for Capturing Kids Heart training will be provided by Lago Vista Elementary School PTO.			
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 4) Review and update common area expectations with campus staff.	2.6	Campus Administrators	Weekly Golden Tickets turned into the office will show that teachers are acknowledging students for following common area expectations.			
						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There was increase of 66 office referrals in 2018-2019 from the year prior. Root Cause 1: A change in the Assistant Principal position resulted in accountability of reporting office referrals.
Problem Statement 2: 62% of the repeat office referrals were from students receiving more than 2 referrals. Root Cause 2: The lack of a campus-wide behavior RtI system made it difficult for teachers to create an effective behavior plan for students needing additional behavior supports.
Problem Statement 3: Common area expectations do not match the PBIS reward system of Respectful, Responsible and Safe behavior expectations on Golden Tickets. Root Cause 3: Common area expectations have not been reviewed and updated in a few years, which resulted in a lack of consistency in enforcing the expectations.

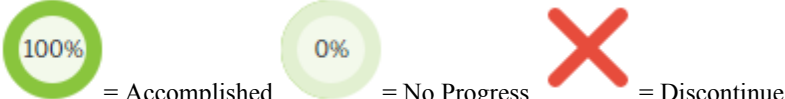
Goal 3: Prepare graduates for success in post-secondary pathways by developing programs and activities that promote college readiness and that support pursuits in career and technology fields.

Goal 4: Attract, develop, and maintain high quality professionals by offering competitive pay and benefits, and by working collaboratively to determine, meet, and facilitate their specific professional needs.

Performance Objective 1: Increase the number of teachers earning an English as Second Language certification by at least 3 by May 2020.

Evaluation Data Source(s) 1: Certifications will show that at least 3 teachers earned an ESL supplement.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Investigate training for teachers to attend ESL Academy through Region 13 to assist with	2.6	Campus Administrators Classroom Teachers	More teachers who are ESL certified at each grade level means that ESL students can be grouped in smaller clusters for more effective instruction.			
Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Fund 199 - General Fund - 900.00						
						

Performance Objective 1 Problem Statements:

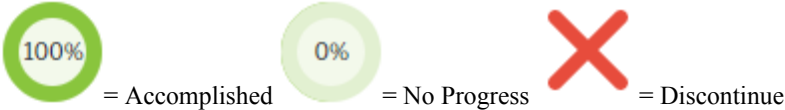
Demographics
Problem Statement 1: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population. Root Cause 1: There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.
Staff Quality, Recruitment, and Retention
Problem Statement 1: ESL student population continues to increase Root Cause 1: Changes to exit criteria means that we are unable to exit students from the ESL program.

Goal 5: Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 1: Update campus and grade level websites at least twice by the end of May 2020.

Evaluation Data Source(s) 1: Parent survey data will show that parents are utilizing campus and grade level websites.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Teachers will create grade level website expectations for parents to get important information regarding school and classes.	3.2	Campus Administrators Classroom Teachers	Parent survey will show that parents are increasingly using grade level and campus websites.			
	Problem Statements: Parent and Community Engagement 1					
						

Performance Objective 1 Problem Statements:

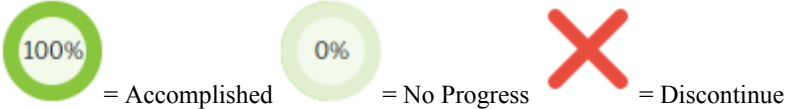
Parent and Community Engagement
Problem Statement 1: Parents would like to utilize the campus and grade level web pages to stay current on events and what is happening in the classroom. Root Cause 1: Grade levels are inconsistent with updating grade level pages with curriculum and grade level information. There is not a common expectation for grade level web pages.

Goal 5: Welcome, inform, and nurture partnerships with our families and community partners to ensure active involvement in promoting high expectations, strong values, and the academic achievement and success of all students.

Performance Objective 2: Provide on-going opportunities to partner with parents and families of all student populations to ensure academic achievement and success of all students.

Evaluation Data Source(s) 2: 100% of parent involvement opportunities will have sign-ins and agendas.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Schedule quarterly meetings for parents of English Language Learners to encourage parent involvement and provide parent training.	3.2	Campus Administrator District ESL Coordinator	Meeting agendas will document ESL parent topics and responses from campus administration and staff to the needs.			
	Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1					
TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture 2) Schedule meetings for parents of Title 1 Math and Reading students to encourage parent involvement and provide training.	2.6, 3.1, 3.2	Campus Administrators Title 1 Reading and Math Specialists	Meeting Agendas will document topics covered and Parent Involvement agreements signed.			
	Problem Statements: Student Achievement 1, 2, 3					
TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture 3) Provide two Early Release days for Parent/Teacher Conferences to discuss student progress and goals.	3.2	Classroom Teachers	Conference Forms submitted to Campus Administrators document successes and areas of concerns for students after beginning of the year assessments.			
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3					
						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Special Education and ESL sub populations are not performing as well on campus and state assessments compared to the all students population. **Root Cause 1:** There is an increase in students identified as special education and English as Second Language, with a limited number of certified teachers serving the two populations.

Student Achievement

Problem Statement 1: Masters Grade level decreased by 8% in Reading and 6% in Math on 2019 STAAR. **Root Cause 1:** Not providing students with opportunities to think at higher levels of Blooms.

Problem Statement 2: 20% of Kindergarten through 3rd grade students were not reading at or above grade level by the end of the year. **Root Cause 2:** Lack of consistency in phonics instruction across grade levels may contribute to fluency concerns in reading levels.

Problem Statement 3: An average of 40-50% of second and third grade students fall in Tier 3 for addition and subtraction fact fluency on end of year math inventory screeners. **Root Cause 3:** Lack of consistent fact fluency plan at each grade level to help students build solid fact fluency.

Staff Quality, Recruitment, and Retention

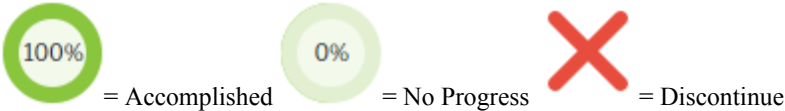
Problem Statement 1: ESL student population continues to increase **Root Cause 1:** Changes to exit criteria means that we are unable to exit students from the ESL program.

Goal 6: Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 1: Utilize Campus Leadership Team to communicate district and campus initiatives to all campus staff.

Evaluation Data Source(s) 1: 100% of the Leadership Team agendas will reflect discussion items that correlate to LVISD NexGen Learning Model.

Summative Evaluation 1:

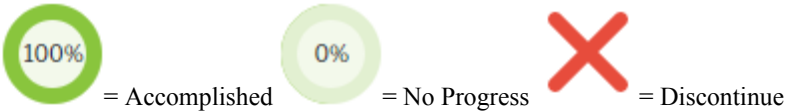
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning 1) Hold monthly Leadership Team meetings (consisting of Grade Level Reps, Title 1 Specialist, Special Education teacher, District ESL Coordinator, Specials Teacher Rep, Campus Administrators) to discuss curriculum and instruction, campus budget, and district initiatives.</p>	2.4	Campus Administrators Campus Leadership Team Members	Leadership agendas will document items relating to campus needs and focus on student learning.			
						

Goal 6: Develop an efficient, transparent, and collaborative approach to planning & decision-making that communicates the priorities, processes, initiatives, and challenges of the District to all stakeholders.

Performance Objective 2: Utilize Campus Educational Improvement Committee (CEIC) to effectively communicate district and campus initiatives to community stakeholders.

Evaluation Data Source(s) 2: 100% of the CEIC agendas will reflect discussion items that correlate to campus and district goals and strategies.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	Apr
ESF Levers Lever 3: Positive School Culture 1) Hold quarterly CEIC meetings to discuss campus and district initiatives, policies, and staff development that impact student achievement.	3.2	Campus Administrators CEIC Members	Meeting agendas will document feedback on the campus improvement plan from the various stakeholders.			
						

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Michelle Jackson	Principal
Administrator	Missy Howard	Assistant Principal
Non-classroom Professional	Amy Sexton	Counselor
Classroom Teacher	Ashley Williams	Classroom Teacher
Classroom Teacher	MK Hernandez	Classroom Teacher
Parent	Amber Bell	Parent
Community Representative	Arlene Kuske	Community Representative
Business Representative	Broc Spedale	Business Representative

Campus Funding Summary

Fund 199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Yearly campus subscription for Building Math Minds professional development videos.		\$400.00
4	1	1	Registration fee for teachers to attend ESL Academy Online		\$900.00
Sub-Total					\$1,300.00
Fund 211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Program Supplies		\$700.00
1	1	4	Purchase Phonics Boost program for Title 1 Reading.		\$400.00
1	1	5	Yearly subscription for Reading A-Z and RAZ Kids.		\$900.00
1	2	2	Salary for Title 1 Reading Interventionist		\$0.00
1	3	2	Salary for Title 1 Math Specialist		\$0.00
Sub-Total					\$2,000.00
PIC 24 - Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	IStation Reading subscription for all students in kindergarten through 2nd grade classes.		\$6,435.00
1	2	3	Istation Reading subscription for all 3rd grade students		\$2,145.00
1	5	3	Measuring Up books for all 3rd grade students		\$1,300.00
1	5	4	Compensatory Education Materials		\$3,120.00
Sub-Total					\$13,000.00
Grand Total					\$16,300.00