Denison Independent School District

B McDaniel Intermediate School

2020-2021 Campus Improvement Plan

Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

B. McDaniel Intermediate school, a seventh year intermediate campus, currently serves approximately 725 students in fifth and sixth grades. Student enrollment in 2018 was 705 and in 2019 was 737. This is an average increase of approximately 30 students per year over the past three years. Student demographics reported on the 2018-19 www.TXschools.org campus profile shows that B McDaniel has 8.2 % African American, 20.1% Hispanic, 8.2% two or more races, and 60.9% Caucasian. Sixty-eight percent (66.8%) of students qualify for free and reduced meals and 48.23% are identified as at-risk. Student enrollment also includes 15.7% receiving special education services, 7.1% English learners, and 7.2% students with dyslexia. The attendance rate is 96%, which was the same from the previous year. The campus mobility rate is 13.2%

According to the 2018-2019 TAPR, professional staff makes up 84.7% of the total staff and 15.3% are educational aides. Professional staff includes 75.6% teachers, 6.3 % professional support, and 2.8% administration. Staff demographics include 6.9% African American, 3.8% Hispanic, 73.6% Caucasian, and 5.7% American Indian. All teachers hold appropriate teaching degrees, 78.1% have a Bachelor's degree, and 21.9% have a Master's degree. In 2018-2019, 9.1% of teachers were beginning teachers, 37.1% had 1-5 years' experience, 11.2% had 6-10 years' experience, 25.4% had 11-20 years' experience, and 23.3% had over 20 years' experience.

In 2018-2019 the average class sizes for fifth grade was 20.8 and for sixth grade was 19.2.

Denison, Texas is a close-knit community with strong support for the school system. B. McDaniel Intermediate School has an active PTO board which supports and contributes to the activities of the school. The PTO regularly raises several thousand dollars as a gift to the school to be used for student success.

Demographics Strengths

At the time of the 2018-2019 TAPR, B. McDaniel had almost a third (29.9%) of its teachers holding a Master's degree and 32.3% of the staff had six or more years of teaching experience.

Class sizes on the 2018-2019 TAPR were below the state average in Math and ELAR (combined grades).

Problem Statements Identifying Demographics Needs

Problem Statement 1: B. McDaniel's student population has been growing by approximately 20 students a year for the past three years. **Root Cause:** The population of the City of Denison is steadily growing.

Problem Statement 2: The number of students qualifying for dyslexia has increased over the last three years. **Root Cause:** The state and the district are placing a greater emphasis on providing support for students with reading disabilities.

Problem Statement 3: B. McDaniel's ELAR did not meet Texas Education Agency 2019 Closing the Gap Status for Academic Achievement Status in the following areas: White, Two or more Races, EL,L. **Root Cause:** The campus has been focusing on the African American groups heavily and therefore need Instructional Practices to target other groups needs and deficiencies. The growth in Reading from 5th to 6th grade is decreasing annually.

Problem Statement 4: B. McDaniel students identified with special learning deeds (SpED, Dyslexia, ELL, At RIsk) require additional and specialized support **Root Cause:** The special learning needs population has increased steadily over the last five years.

Problem Statement 5: The number of ESL students continues to increase for our campus. **Root Cause:** We have more ELS/Bilingual ELL families moving in the district as population growth moved north.

Problem Statement 6: The campus as a whole has not met the standard set by the state for student growth in Reading. **Root Cause:** The target set by the state is a moving target. If we do not grow as much as the state expects then we do not meet the standards.

Student Learning

Student Learning Summary

B. McDaniel Intermediate School received an overall score of 84 (Met Standard) in the 2018 State Accountability System. This rating is derived from three domain scores. The campus scored an 81 (Met Standard) in the Student Achievement Domain, an 88 (Met Standard) in School Progress Domain, and a 76 (Met Standard) in Closing the Gaps Domain. For the 2017-2018 school year, B. McDaniel earned three Distinction Designations; Academic Achievement in Mathematics, Academic Achievement in Science, and Postsecondary Readiness. However, in 20-18-2019 we recieved an overall rating of a B. Academic Growth was a D and Closing the Gaps is a C. As a campus we recieved no distinctions at all. When comparing STAAR scores we are equal to the state average or higher than the state averages.

2018-2019 STAAR scores are as follows:

5th Grade Reading: 88.2% Approaches, 55.29% Meets, 30.43% Masters

5th Grade Math: 94.1% Approaches, 59.63% Meets, 35.4% Masters

5th Grade Science: 79.25% Approaches, 48.11% Meets, 22.64% Masters

6th Grade Reading: 69.54% Approaches, 32.62% Meets, 16.92% Masters

6th Grade Math: 82.77% Approaches, 49.85% Meets, 19.69% Masters

No scores to report in 2019-20202 due to Covid 19

Student Learning Strengths

The following charts show our growth as a campus.

Reading	DISD 2017	DISD 2018	State 2018
5th	81	85	78
6th	72	65	66

STAAR- Spring 2019

Group	Grade	STAAR Reading Approches-%	STAAR Reading Meets - %	STAAR Reading Masters - %
STATE	5	77	51	29
DENISON ISD	5	89	53	29
STATE	6	66	35	17
DENSION ISD	6	70	33	16

Group	Grade	STAAR Math Approches-%	STAAR Math Meets - %	STAAR Math Masters - %
STATE	5	83	56	56
DENISON ISD	5	92	57	34
STATE	6	79	45	20
DENSION ISD	6	83	48	18

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 6th grade STAAR reading scores decreased from 72% in 2017 to 65% in 2018. and again in 2019 . We expect a slight decrease in the reading scores at the sixth grade level. **Root Cause:** Campus show a need for Instructional Practices and retention of staff at this grade level.

Problem Statement 2: Hispanic students ELA/Reading scores did not meet Academic Achievement Status **Root Cause:** The Hispanic population has grown to 17.8% of B. McDaniel student body. The inability to retain a consistent Bilingual teacher in the elementary school has had a major impact on the students success.

School Processes & Programs

School Processes & Programs Summary

B. McDaniel Intermediate School follows the district model of recruiting and retaining high quality teachers. Through PLCs, the district mentoring program, and the TTESS professional development and appraisal system, teachers are supported and given resources to continue professional growth. Staff at B. McDaniel Intermediate School are hired with the intent to fill positions with highly qualified staff who are dedicated to the success of students and working collaboratively with the rest of the staff. The assistant superintendent, principal, assistant principal, and (when possible) related staff to the open position are part of the interview process, giving as much campus input as possible.

B. McDaniel has had a history of staff stability. PLC's provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, PLC's meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum. Professional development opportunities within and outside the district are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of documented off-contract professional development credits.

Staff at B. McDaniel are encouraged to participate in various professional development opportunities and to share their knowledge in PLCs. These opportunities include both those provided and promoted by the district and Region 10, as well as those requested by staff related to their own professional development goals. B. McDaniel Intermediate School participates in the opportunities that best fit the needs of our teachers and students.

High expectations for student success are the basis for decisions made at B. McDaniel. A clear focus on student achievement has been established by the institutionalization of professional learning communities (PLCs) across the district. A weekly PLC time is designated at B. McDaniel for each grade level/subject area PLC, and curriculum department staff regularly visit to support the on-going professional dialogue and instructional planning. Teachers meet to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and central office. In addition to PLCs, the district is committed to collaborative meetings, administrative and campus meetings, and research-based materials. There is an unyielding commitment to collaboration as an avenue for continuous improvement. At B. McDaniel that collaboration is facilitated by teacher membership on several campus committees and cadres on decision making, and maintaining dialogue between teachers and administrators.

Denison ISD is committed to providing technology for creating a learning community where: (a) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (b) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students’ specific needs and learning styles; (c) automation and efficiency of the District’s business processes allows the focus to be on student education; (d) the District’s schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (e) parents, teachers, students and community members share information and resources. B. McDaniel supports all staff in the use of technology as much as they are able and comfortable implementing within their roles.

At B. McDaniel, instructional time is valued and protected. The master schedule is reviewed each summer, with teacher input, with the intent to improve instructional time. The building of the schedule is driven by a focus on academics, as is evidenced by the implementation of FLEX Time.
Planning periods for teachers are grouped by subject area/grade in order to allow for weekly PLC time during the school day as well as team daily collaboration. During this Covid epedimic we are utilizing Flex Time as Homeroom time to allow for tutoring and assistance with homework. At the fifth grade level is is also being utilized as a recess period for each team once a week. Student responsibility is built and encouraged daily, as well as communicated to parents, in order to prepare students for the transition to Scott Middle School.

School Processes & Programs Strengths

Our B. McDaniel PLC meetings are steered by the 4 guiding questions and led by administrators and district curriculum specialists. Norms are established and teams are expected to focus on student success and growth during these PLC meetings.

For the 2020-2021 school year, B. McDaniel is continuing a Staff Shout-Out recognition system. B. McDaniel continues to provide positive climate building measures, such as a Snickers on pay-day, nominations for district Difference Makers, staff luncheons, and Teacher of the Year nominations.

Denison ISD provides a strong and direct program to mentor teachers new to the district and specifically new to education. B. McDaniel has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strenghts of both the mentor and novice, as well as the needs of the novice. While specific mentors are assigned, most staff work well together and offer support and encouragement as needed, not just as assigned. Knowledge gained at professional development sessions are readily shared by staff members with the campus. Staff frequently step up and offer their services as "experts" in areas where they feel they exhibit strengths.

Staff members collaborate to provide FLEX Time tutoring and enrichment opportunities for our students. Teachers and staff are utilized as committee members whenever possible to facilitate buy-in on campus initiatives.

B. McDaniel Intermediate's strengths related to technology include, but are not limited to, the following:

- Safety & Security improved through upgraded cameras and entry kiosk system
- Every classroom has one or more teacher desktop computers, COWS, SMARTBoards, a projector, a document camera, and a phone
- DISD provides customized technology staff development throughout the year
- Full-time Technical Support personnel and Tech Manager
- Access to hardware such as COWS, IPads, tablets, and Computer Labs
- Access to and the use of software and online programs such as: Remind, Think Through Math, iStation, Flowcabulary, Imagine Learning, and other educational programs
- Communication with community stakeholders through Remind, School Website, Marquee, and other educational programs
- Wireless access to the DISD network and Internet
- Fortigate firewall and a Websense Internet Content Filter for online safety and security

- Bring Your Own Device capability

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff have voiced concerns regarding the lack of needed inclusion support **Root Cause:** Increased enrollment, increased number of students served by special education, 504, ESL programs, and a shortage of inclusion staff have combined to create more difficult teaching circumstances in the classrooms.

Problem Statement 2: Providing professional development on campus is difficult at B. McDaniel, except on designated district Work Days. This makes it difficult to provide professional development addressing whole campus needs during the school year. **Root Cause:** Many B. McDaniel staff members have before or after school duties in other areas of the district or second jobs. This limits staff availability for professional development on campus.

Problem Statement 3: Additional staff development opportunities for teachers to learn how to integrate technology into the curriculum. **Root Cause:** Technology is ever evolving, however Covid has stretched our ability to integrate technology

Perceptions

Perceptions Summary

High expectations for student success are the basis for decisions made in Denison ISD and at B. McDaniel Intermediate School. There is a clear focus on student achievement, established by our professional learning communities (PLC). Learning opportunites are non-negotiable, including time for PLC meetings and the support of curriculum specialists from our district administraton. The time is spent analyzing data, planning instruction, adjusting or students needs, and learning as professionls through collaborative meetings, book studies, and campus meetings. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

Our School Culture and Climate Strengths:

Our PLC meetings are guided by the four essential questions:

1. What do we expect our students to learn?

2. How will we know they are learning?

3. How will we respond if they don't learn?

4. How will we respond if they already know it?

We have implemented the PLC process and are continuing to grow in these processes. B. McDaniel continues to provide positive climate building measures, such as Snickers on paydays, nominations for district "Difference Makers," and student recognitions.

According to the 2016-2017 TAPR and 2017-2018 Distinction Designation Reports, B. McDaniel Intermediate School's attendance for 2017-2018 was 96.%. This was a .01% increase from 2017-2018's attendance rate, which was 95.9%. This was largely impacted by a non-typical and severe flu season. Discipline referrals increased from 952 in 2017-18 to 1,016 in 2018-19. The offenses comprising the highest amount of referrals were Bus Referrals, Defiance, and Disrespect. However, in 2020-2021 at present date, September 28th, there have been only 67 referrals. A threat Assessment Team has been established and a Security Resource Officer (SRO) has been employed for B. McDaniel.

Offenses related to technology and drama have increased, due to the negative use of social media. B. McDaniel has implemented a "A Random Acts of Kindness" program. Students and staff are encouraged to do something positive to help others. That student is rewarded with recognition.

From the 2017-18 to 2018-19 school years, we had the following positions emptied/filled: 15 teachers, a new diagnosticion, one new Reading Interventionists, an additional Journey room teacher, as well as 7 new paraprofessionals. The previous year, the following positions were emptied/filled due to retirement, while others were due to teachers moving districts in order to be closer to family. The staff does a phenomenal job of lending support to new teachers. Feedback from teachers indicates a positive, but unwaivering staff climate.

Perceptions Strengths

For the 2019-2020 school year, an attendance incentive program has been implemented. Students with perfect attendance during each semester will be rewarded with a chance to win a Kindle. Students at B. McDaniel are responding positively to the "Random Acts of Kindness" incentive program. This will continue in the 2020-2021 school year.

Teachers are provided time to plan and collaborate on lesson plans and as professional learning communities, and in addition, 5th grade and 6th grade has Homeroom tutoring built into the regular school day schedule. As a result of the Covid pandemic, the campus implemented a Safe Return to School Plan that is aligned with TEA requirements. Covid required employment of extra staff, ie: cleaners, nurses, and technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and teacher frustrations sometimes arise due to the level of communication between school and home. **Root Cause:** As a 5th and 6th grade campus, B. McDaniel is attempting to build responsibility and independence in our students in preparation for Middle School. This leads to a lower than desired level of communication from teachers to parents, due to an effort to increase responsibility on the student side. All students are given a "Planner" to ensure parent, teacher, student communication.

Problem Statement 2: Discipline related to drama and inappropriate behaviors initiated on social media consistently takes an increasingly large amount of time away from instruction. **Root Cause:** Students use technology and social media outside of the school day then bring their conflicts to B. McDaniel.

Problem Statement 3: The classroom setting is the primary learning environment. **Root Cause:** More support is necessary to keep students in the classroom programs. Pull-outs will be used as a last-resort. Tier II Response to Intervention process needs continued support and remains a major focus in each classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 1: Improve all students' academic performance. At least 70% of students will meet or exceed progress on all STAAR test.

Evaluation Data Sources: Students will meet or exceed mastery level in core content areas on Spring 2019 STAAR or meet or exceed previous performance levels on report cards.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Disaggregate data for all students, including at-risk. **Strategy's Expected Result/Impact:** PLC Minutes, Lesson Plans, Tutoring Plans, PEIMS Data **Staff Responsible for Monitoring:** All Staff				
Strategy 2: Refine the curriculum in core academic areas. **Strategy's Expected Result/Impact:** Curriculum Documents **Staff Responsible for Monitoring:** Core Teachers, Director of Instruction, Curriculum Coordinators. **Funding Sources:** - 199 24 Compensatory Education, - 255 Title II, Part A, - 199 Regular Education				
Strategy 3: Use PLC time to analyze data and formulate a plan for those who need improvement. **Strategy's Expected Result/Impact:** PLC Minutes **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 255 Title II, Part A, - 224 Special Education, - 199 23 Special Education, - 199 25 ESL				
Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning and fidelity checks. **Strategy's Expected Result/Impact:** Lesson Plans, PLC Minutes **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers. **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A				
Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications. **Strategy's Expected Result/Impact:** Formative Assessments **Staff Responsible for Monitoring:** Curriculum Coordinators, Classroom Teachers, Principal, Assistant Principal **Funding Sources:** - 255 Title II, Part A, - 199 23 Special Education, - 199 Regular Education				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Provide additional time, support, and opportunities for students who are not successful. **Strategy's Expected Result/Impact:** Lesson Plans, PLC Minutes, Homeroom Time **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A, - 288 Indian Education Grant				
Strategy 7: Provide enrichment opportunities for students who are initially successful. **Strategy's Expected Result/Impact:** Lesson Plans, PLC Minutes, Homeroom Time **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers. **Funding Sources:** - 199 21 Gifted and Talented, - 199 Regular Education				
Strategy 8: Conduct annual Migrant identification, recruitment and verification. **Strategy's Expected Result/Impact:** Completed Surveys, Student History worksheet **Staff Responsible for Monitoring:** Principal, Counselors. **Funding Sources:** - 199 Regular Education				
Strategy 9: Implement and promote a Comprehensive School Health Program. **Strategy's Expected Result/Impact:** Copies of menus, Telehealth **Staff Responsible for Monitoring:** School Nurse, Food Service Manager **Funding Sources:** - 199 Regular Education				
Strategy 10: Encourage teachers to incorporate emerging technology to improve student learning. **Strategy's Expected Result/Impact:** Lesson Plans, Classroom Observations. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A, - 199 21 Gifted and Talented, - 224 Special Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 2: Improve students' mathematical concepts and skills while preparing students for STAAR Exams.

Evaluation Data Sources: Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 2%.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes. **Strategy's Expected Result/Impact:** Tutoring Records, Response to Intervention Records, PLC Minutes, Homeroom Schedule, Federal System Safeguards. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, Classroom Teachers, Intervention Teachers. **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant				
Strategy 2: Specifically focus on students' needs during intervention times. **Strategy's Expected Result/Impact:** Student Performance Reports, RTI Data, Homeroom Time **Staff Responsible for Monitoring:** Classroom Teachers **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education				
Strategy 3: Evaluate the effectiveness of in-school remedial programs. **Strategy's Expected Result/Impact:** Program Evaluations, Student Data Reports, Homeroom Time, RTI, State Safeguards **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Instructional Staff, Intervention Teachers. **Funding Sources:** - 199 Regular Education				
Strategy 4: Review and persistently implement RTI procedures. **Strategy's Expected Result/Impact:** RTI packets/folders. **Staff Responsible for Monitoring:** Counselors, Principal, Assistant Principal, Classroom Teachers, Intervention Teachers, Special Education Teachers. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL				
Strategy 5: Change instructional assignment to include resource class instruction and inclusion assistance. **Strategy's Expected Result/Impact:** ARD Minutes, IEP, State Safeguards **Staff Responsible for Monitoring:** Special Education teachers, Classroom teachers, campus administrators, ARD committees. **Funding Sources:** - 199 23 Special Education, - 199 Regular Education, - 224 Special Education				

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state. **Strategy's Expected Result/Impact:** Curriculum Document(s) **Staff Responsible for Monitoring:** Director of Instruction, Principal, Teachers. **Funding Sources:** - 199 23 Special Education, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A				
Strategy 7: Complete and implement plans for remediation for all students demonstrating weakness in math. **Strategy's Expected Result/Impact:** Implementation Plans, Lesson Plans, Local and State Test Scores including STAAR Tests, State and Federal System Safeguards **Staff Responsible for Monitoring:** Director of Instruction, Principal, Teachers. **Funding Sources:** - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 263 Title III, BIL/ESL				
Strategy 8: Attend professional development sessions to improve math instructional strategies. **Strategy's Expected Result/Impact:** Lesson Plans, Attendance Registers. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Math Teachers. **Funding Sources:** - 255 Title II, Part A, - 199 23 Special Education, - 199 Regular Education, - 199 25 ESL				
Strategy 9: Focus on math remediation for Special Education students to improve their math performance. **Strategy's Expected Result/Impact:** Benchmark scores, unit assessments, state test scores, State Safeguards **Staff Responsible for Monitoring:** Special Education Teachers, Classroom Teachers, Intervention Teachers, Principal, Assistant Principal. **Funding Sources:** - 199 Regular Education, - 199 23 Special Education, - 224 Special Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 3: Improve students' science concepts and skills and prepare students for STAAR Science Exams.

Evaluation Data Sources: Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 3%.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Attend training sessions to prepare for the rigor and state expectations for STAAR Science. **Strategy's Expected Result/Impact:** Session Attendance Records **Staff Responsible for Monitoring:** Principal, Curriculum Coordinators, Director of Instruction **Funding Sources:** - 199 25 ESL, - 199 23 Special Education, - 199 Regular Education, - 255 Title II, Part A				
Strategy 2: Evaluate and modify the common assessments for each course as needed. **Strategy's Expected Result/Impact:** Updated Common Assessments **Staff Responsible for Monitoring:** Grade Level Science Staff, Principal, Curriculum Coordinators **Funding Sources:** - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A				
Strategy 3: Complete and implement plans for remediation for all students demonstrating weakness in science. **Strategy's Expected Result/Impact:** Lesson Plans, local and state test scores, State and Federal System Safeguards **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 4: Improve students' reading abilities and prepare students for STAAR Reading exams.

Evaluation Data Sources: Percent of students that pass STAAR Reading will increase by 2%.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Focus on Reading remediation for Special Education Students to improve reading performance. **Strategy's Expected Result/Impact:** Benchmark Scores, Common Assessment results, state test scores, State Safeguards **Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Education Teachers, Classroom Teachers, Intervention Teachers. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 224 Special Education, - 199 23 Special Education				
Strategy 2: Attend staff development sessions to inform staff of test changes including an awareness of readiness supporting standards and improve reading strategies. **Strategy's Expected Result/Impact:** Session Attendance Records, Teacher Lesson Plans **Staff Responsible for Monitoring:** Director of Instruction, Curriculum Coordinators, Principal, Classroom Teachers **Funding Sources:** - 199 Regular Education, - 255 Title II, Part A				
Strategy 3: Identify and provide specialized instruction for students with dyslexia. **Strategy's Expected Result/Impact:** Class Records, 504 Documents, State Safeguards **Staff Responsible for Monitoring:** Principal, Dyslexia Coordinator, Director of Instruction. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education				
Strategy 4: Provide additional learning time in the form of in-school tutoring, reading intervention, after-school tutoring. **Strategy's Expected Result/Impact:** Common Assessment and Benchmark Results, Report Cards, Accelerated Instruction Lesson Plans. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers. **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant				
Strategy 5: Review and implement RTI procedures **Strategy's Expected Result/Impact:** RtI Packets **Staff Responsible for Monitoring:** Principal, Director of Instruction, Counselors. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education				

Strategy 6: Complete and implement plans for remediation for all students demonstrating weakness in reading.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Lesson Plans, Local and State test scores, Federal System and State Safeguards **Staff Responsible for Monitoring:** Principal, Classroom Language Arts Teachers **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 461 Campus Activity Funds				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 5: Enhance students' technology skills and abilities.

Evaluation Data Sources: Students will show an increase in technology skills and abilities.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Review the state expectations for technology skills and provide professional development opportunities that enable teachers to deliver effective instruction strategies for at-home-learners. **Strategy's Expected Result/Impact:** Student learning will increase for at-home and in-class learners. **Staff Responsible for Monitoring:** Principal, Technology department, Curriculum department, and Designated Trainers **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** - 255 Title II, Part A				
Strategy 2: Develop a grade level technology skills-based continuum. **Strategy's Expected Result/Impact:** Completed Document **Staff Responsible for Monitoring:** Director of Technology, Curriculum Department, Classroom Teachers, Principal. **Funding Sources:** - 199 Regular Education				
Strategy 3: Continue to use wireless access so computers can be used in places other than labs. **Strategy's Expected Result/Impact:** Wireless Connectivity **Staff Responsible for Monitoring:** Director of Technology, Principal **Funding Sources:** - 199 Regular Education				
Strategy 4: Engage learners through the use of technological tools to access, create, and share content as well as collaborate with other learners throughout the world. **Strategy's Expected Result/Impact:** Student products, Lesson Plans **Staff Responsible for Monitoring:** Director of Technology, Curriculum Department, classroom teachers, Principal **Funding Sources:** - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 263 Title III, BIL/ESL				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 6: Improve Services for English Language Learners (ELL) including English as a Second Language (ESL) Students

Evaluation Data Sources: Students will be assigned to an ESL trained reading teacher. All teachers serving ELL students will be trained in ELPS and SIOPS and use these strategies. Imagine Learning and IStation will be used as supplements.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Continue to encourage teachers to obtain ESL certification **Strategy's Expected Result/Impact:** More ESL certifications. **Staff Responsible for Monitoring:** Director of Special Programs, Director of Instruction, Principal. **Funding Sources:** - 199 25 ESL, - 199 Regular Education				
Strategy 2: Train campus classroom teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP). **Strategy's Expected Result/Impact:** Completion of ELPS & SIOP **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** - 199 25 ESL, - 199 Regular Education				
Strategy 3: Increase the quantity of quality reading selections for English Language Learners available in the the school library and throughout the school. **Strategy's Expected Result/Impact:** Books for English Language Learners available for checkout in the school library. **Staff Responsible for Monitoring:** Campus Administration, Campus Librarian, Bilingual Teacher. **Funding Sources:** - 263 Title III, BIL/ESL - $5,000				
Strategy 4: Continued support of the bilingual program at the 5th and 6th grades **Strategy's Expected Result/Impact:** Continue 5th and 6th bilingual program **Staff Responsible for Monitoring:** Director of Special Programs, Director of Instruction, Principal, Textbook Coordinator, Bilingual Teacher. **Funding Sources:** - 199 25 ESL, - 199 Regular Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 7: Prepare Students for College Readiness Skills

Evaluation Data Sources: Percent of students who graduate on the Recognized Plan or DAEP will increase by 2%.

Summative Evaluation: None

Strategy 1: Analyze STAAR results for identified GT and advanced students.	**Reviews**			
Strategy's Expected Result/Impact: Completed Documentation	**Formative**			**Summative**
Staff Responsible for Monitoring: Curriculum Coordinators, Counselors, Teachers	**Nov**	**Jan**	**Mar**	**May**
Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage respect for one another.

Evaluation Data Sources: Teacher and staff recognition of acts or kindness and compassion.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Continue the Rachel's Challenge Program **Strategy's Expected Result/Impact:** Documented Activities **Staff Responsible for Monitoring:** Director of Special Programs, Campus Principal, Counselors **Funding Sources:** - 199 Regular Education, - 483 Local Grant Funds				
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. **Strategy's Expected Result/Impact:** Copies of Documents **Staff Responsible for Monitoring:** Counselors, Classroom Teachers **Funding Sources:** - 199 Regular Education, - 199 21 Gifted and Talented				
Strategy 3: Implement District RtI Behavior Procedures **Strategy's Expected Result/Impact:** RtI Referral Packets **Staff Responsible for Monitoring:** Director of Special Education, Campus Principal, Counselors **Funding Sources:** - 199 Regular Education				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Improve student attendance.

Evaluation Data Sources: Overall student attendance for all students will remain at 95% or better.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Monitor attendance **Strategy's Expected Result/Impact:** Student Attendance Reports, List of Students/Parents referred to justice court **Staff Responsible for Monitoring:** Assistant Superintendent of Administration, Campus Principal, Campus Counselors, Attendance Clerk, School Resource Officer **Funding Sources:** - 199 Regular Education				
Strategy 2: Provide parent counseling **Strategy's Expected Result/Impact:** Minutes and Registration of Parent Training Sessions **Staff Responsible for Monitoring:** Campus Counselors, Campus Principal **Funding Sources:** - 199 Regular Education				
Strategy 3: Maintain nurse and counseling services on the campus. **Strategy's Expected Result/Impact:** Employment Records **Staff Responsible for Monitoring:** Assistant Superintendent of Administration, Campus Principal, Director of Special Programs, Director of Special Education **Funding Sources:** - 199 Regular Education				

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

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Reduce the number of student disciplinary offenses by 5%.

Evaluation Data Sources: Disciplinary referrals will decline from the 2019-2020 school year.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Transportation department provide Discipline Management to drivers. Administrator at the buses each afternoon. **Strategy's Expected Result/Impact:** Less referrals for the 2020-2021 school year. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal Classroom Teachers **Funding Sources:** - 199 Regular Education				
Strategy 2: Continue to provide an alternative staffing for students with severe and/or persistent misbehavior. **Strategy's Expected Result/Impact:** Pathways High School **Staff Responsible for Monitoring:** Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education				
Strategy 3: Address the increase in district bus referrals **Strategy's Expected Result/Impact:** Decrease in number of bus referrals **Staff Responsible for Monitoring:** Campus principals, Director of Transportation **Funding Sources:** - 199 Regular Education				

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

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Continue to provide an alternative setting for students with severe and/or persistent misbehavior **Strategy's Expected Result/Impact:** Pathways High School, Scott Middle School (ISS) **Staff Responsible for Monitoring:** Asst. Superintendent for Admin., Director of Special Education, ISS Teacher, Director of Special Programs, Scott Middle School Principal, Pathways Principal **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education				
Strategy 2: Continue to implement the District Emergency Operation Plan **Strategy's Expected Result/Impact:** District Emergency Plan **Staff Responsible for Monitoring:** Asst. Superintendent for Business, Business Manager **Funding Sources:** - 199 Regular Education				
Strategy 3: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response **Strategy's Expected Result/Impact:** Online Safety Documents **Staff Responsible for Monitoring:** Director of Technology, Campus Principals, Classroom Teachers **Funding Sources:** - 199 Regular Education				
Strategy 4: Educate staff, parents and students on bullying prevention, policies and procedures **Strategy's Expected Result/Impact:** Copies of fliers and information shared with parents **Staff Responsible for Monitoring:** Director of Special Programs, Counselors, Campus Principals, Classroom Teachers **Funding Sources:** - 199 Regular Education, - 255 Title II, Part A				
Strategy 5: Provide Suicide Prevention training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students. **Strategy's Expected Result/Impact:** Sign-in Sheets. **Staff Responsible for Monitoring:** Asst. Superintendent for Admin., Director of Special Programs, Director of Instruction, Campus Administrators. **Funding Sources:** - 199 Regular Education, - 255 Title II, Part A				
Strategy 6: Kiosk to monitor security of outsiders to enter the building. **Strategy's Expected Result/Impact:** Alerts to computers, cell phones, and running log of visitors. **Staff Responsible for Monitoring:** Asst. Superintendent for Admin., Campus Principals, and office staff.				

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

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Parent notification will be sent for students being placed on Tier II or Tier III for remediation **Strategy's Expected Result/Impact:** Copies of letters, Meeting minutes **Staff Responsible for Monitoring:** Campus Principals, Classroom Teachers, Counselors. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education				
Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math **Strategy's Expected Result/Impact:** Copies of letters **Staff Responsible for Monitoring:** Campus Principals, Classroom Teachers, Counselors. **Funding Sources:** - 199 24 Compensatory Education, - 199 Regular Education				
Strategy 3: Improve parent communication **Strategy's Expected Result/Impact:** Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits and/or phone contacts, Student Handbook, Remind 101. **Staff Responsible for Monitoring:** Assistant Superintendent for Administration, Director of Special Programs, Campus Principals, Counselors. **Funding Sources:** - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education				
Strategy 4: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between school and home. **Strategy's Expected Result/Impact:** Meeting Minutes, Record of Attendance, PTO Meetings. **Staff Responsible for Monitoring:** Campus Principals, Classroom Teachers, Counselors, Director of Special Programs, PTO. **Funding Sources:** - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 199 21 Gifted and Talented				

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

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Encourage parent involvement.

Evaluation Data Sources: Parent comments.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Through campus website and mail, provide a parent survey to gauge involvement and success. **Strategy's Expected Result/Impact:** Parent survey **Staff Responsible for Monitoring:** Campus Principals, Campus website coordinator, Classroom Teachers **Funding Sources:** - 199 Regular Education				
Strategy 2: Translate documents in the home language of each child. **Strategy's Expected Result/Impact:** Translated documents **Staff Responsible for Monitoring:** Central admin., Campus admin., DISD Public Relations Office **Funding Sources:** - 199 Regular Education				
Strategy 3: Continue the automated calling system for emergency situations. **Strategy's Expected Result/Impact:** Logs of calls **Staff Responsible for Monitoring:** Central admin., Campus admin., DISD Public Relations Office **Funding Sources:** - 199 Regular Education				
Strategy 4: Provide access to student's grades and attendance online with the Gradebook Parent Viewer **Strategy's Expected Result/Impact:** Online grade book **Staff Responsible for Monitoring:** Central admin., Campus admin., DISD Public Relations Office **Funding Sources:** - 199 Regular Education				
Strategy 5: Assist 4th graders in the transition from elementary to intermediate and 6th graders from the intermediate to the middle school campus. **Strategy's Expected Result/Impact:** Sign-in sheets, Transition plans for 4th and 6th graders, Attendance of tours of campus and parent information nights **Staff Responsible for Monitoring:** Elementary and Secondary admin., Elementary and Secondary counselors, Transition Cadre **Funding Sources:** - 199 Regular Education				
Strategy 6: Distribute information from the DISD Public Information Office in both print and online forms. **Strategy's Expected Result/Impact:** Copies of fliers, Spotlight on Education, Website **Staff Responsible for Monitoring:** DISD Public Relations Office **Funding Sources:** - 199 Regular Education				

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

State Compensatory

Budget for B McDaniel Intermediate School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 045 8 24 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	$291,500.00
	6100 Subtotal:	**$291,500.00**
6300 Supplies and Services		
199 045 8 24 6300	6399 General Supplies	$500.00
	6300 Subtotal:	**$500.00**
6400 Other Operating Costs		
199 045 8 24 6400	6410 Travel, Subsistence and Stipends	$150.00
	6400 Subtotal:	**$150.00**

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alvis Dunlap	Principal
Administrator	Susan Arthur	Assistant Principal
Classroom Teacher	Christine Turner	Science Teacher- 6th
Classroom Teacher	Sarah Ewton	5th Science Teacher
Classroom Teacher	Elaina Kinghorn	6th Science Teacher
Classroom Teacher	Joya Walters	6th ELAR/SS Teacher
Classroom Teacher	Jill McDaris	5th ELAR/SS Teachers
Classroom Teacher	Tonya Emery	5th MATH Teacher
District-level Professional	Toni Nunn	Math/Science Curriculum Specialist
Classroom Teacher	Tammy Hatcher	5th Math Teacher
Classroom Teacher	Edna Byler	5-6 Technology Teacher
Classroom Teacher	Tia Haywood	5th Science Teacher
District-level Professional	Deanna Bollinger	5th grade Counselor
District-level Professional	Elizabeth Dunn	6th grade Counselor
Classroom Teacher	Mallory Aday	6th Math Teacher
Business Representative	Kari Piazza	Business Representative
Parent	Kelly Speigel	Parent Representative
Community Representative	Kim Courtright	Community Representative
Parent	Meridith Doty	Parent Representative

Campus Funding Summary

199 21 Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
1	1	10			$0.00
1	5	4			$0.00
1	7	1			$0.00
2	1	2			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

199 23 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	3			$0.00

199 23 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$0.00
1	4	6			$0.00
1	5	4			$0.00
2	3	2			$0.00
3	1	1			$0.00
4	1	3			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

199 24 Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	7			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	4	6			$0.00
1	5	4			$0.00
2	3	2			$0.00
3	1	1			$0.00
4	1	1			$0.00

199 24 Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

199 25 ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	4			$0.00
1	4	6			$0.00
1	5	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	4			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

199 Regular Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00

199 Regular Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	4	6			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00

199 Regular Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	2			$0.00
1	6	4			$0.00
1	7	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
4	2	6			$0.00
				Sub-Total	$0.00

224 Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	9			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	4			$0.00
1	4	6			$0.00
1	5	4			$0.00
				Sub-Total	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	10			$0.00
1	2	6			$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	4	2			$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
3	1	4			$0.00
3	1	5			$0.00
				Sub-Total	$0.00

263 Title III, BIL/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7			$0.00
1	5	4			$0.00
1	6	3			$5,000.00
				Sub-Total	$5,000.00

288 Indian Education Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	2	1			$0.00
1	3	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00

461 Campus Activity Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	6			$0.00
				Sub-Total	$0.00

483 Local Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00
				Grand Total	$5,000.00

Addendums