

Ector County Independent School District

Lyndon B. Johnson Elementary

2019-2020 Campus Improvement Plan



Mission Statement

The mission of the **ECISD** community, a passionate, unified, world class leader in education, is to develop world ready, lifelong learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence; serving as advocate and steward for all students; ensuring relevant teaching, engaged learning and dynamic innovation; and maximizing all available resources.

Vision

Strategies

1. We will ensure learning experiences that are engaging, challenging, and meaningful.
 2. We will provide infrastructure to maximize the success of all students.
 3. We will identify, engage and equip our world class team to accomplish our mission.
 4. We will establish and sustain an interdependent partnership with parents.
 5. We will communicate effectively to serve our mission.
6. We will model and market our new culture throughout our community to ensure support and participation.

Core Beliefs

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each individual has a responsibility to add value to self and community.

5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.
 7. Progress improves and adds value to human life.
 8. Fear limits life's potential; courage inspires living.
 9. There is a difference between right and wrong.
 10. Values learned at home affect a lifetime.
 11. Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on LBJ Elementary 2018-19 Accountability report, the Comprehensive Needs Assessment Overview list programs, interventions, professional development, and services provided during the 2019-2020 school year:

At Risk Tutoring

District Reading and Math Initiatives (Guided Reading and Guided Math)

Bilingual and ESL Literacy

Reading Dyslexia Specialist

Instructional Specialist

Demographics

Demographics Summary

Enrollment: 747

Ethnic Distribution:

Hispanic: 78%

White: 20%

African American: 1%

Other: 1%

Economically Disadvantage: 48%

GT: 10% of our population

Special Education: 10% of our population

Attendance: Average for the year 95.6%

Demographics Strengths

Our 3rd grade reading was 74% approaches, 36% meets, and 21% mastery

Our 5th grade reading was 76% approaches, 40% meets, and 20% mastery

Our 5th grade math was 82% approaches, 36% meets, 17% mastery

Problem Statements Identifying Demographics Needs

Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. **Root Cause:**

LBJ inability to target individual needs and construct intervention to meet those needs.

Student Achievement

Student Achievement Summary

STAAR 2018-19

Grade/Subject	Campus:	District:
	Approaches/Meets/Mastery	Approaches/Meets/Mastery
3rd Math	66/34/12	65/34/16
3rd Reading	74/36/21	66/34/19
4th Math	64/25/14	63/33/17
4th Reading	60/27/8	64/32/14
4th Writing	56/23/3	53/21/5
5th Reading	76/40/20	76/38/16
5th Math	82/36/17	83/42/23
5th Science	45/25/12	59/32/14

Student Achievement Strengths

On every grade level except for 4th grade, LBJ had 60% or more students on Tier I in Istation.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level. **Root Cause:** No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.

Problem Statement 2: Not ALL LBJ students made 1 year or more of progress in basic math facts K-5. **Root Cause:** A lack of focus on specific TEKS (Basic math facts Kinder-5th).

School Culture and Climate

School Culture and Climate Summary

A positive, safe learning environment for our LBJ students is key. We are working to improve student behavior through CHAMPS and positive reinforcement with our Honor Dollar store. Our students also participate in after school chess club, after school athletics, library blue bonnets. STAAR pep rally, academic nights for parents, music performances in evenings and a collaboration with Odessa College and UTPB AVID, career day, and ALLSTAR Knight of the Month. We have many events throughout the year that involve our parents such as feather your teacher, muffins for mom, donuts for dad, supper with santa, fall festival, field day, and music programs.

School Culture and Climate Strengths

Our teacher and staff work hard as a team. We have 6 long-term subs and 1 brand new teacher.

- Implementation of AVID (College T-Shirts on 1st Wednesday of each month, agenda planners, Niki folders, WICOR Strategies)
- Education Field trips
- Morning Assembly
- LBJ Knight Expectations
- LBJ Allstar of the Month (Positive Reinforcement)
- Fundraisers for the community (United Way, Breast Cancer awareness, Jumprope for Heart, Penneys for Patience)
- PTA Programs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: CHAMPS not being used in 100% of the classrooms at LBJ. **Root Cause:** Lack of CHAMPS training for all staff.

Problem Statement 2: LBJ has attendance rate is 95.6 for the school and we have never received the district attendance flag. **Root Cause:** Limited follow up by teachers, attendance clerk, and administration .

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LBJ has 46 instructional staff on campus. 41 members of the instructional staff are highly qualified on the campus. The long-term subs that we have on campus aren't highly qualified. LBJ attends district led job fairs for teacher recruitment. The district recruits highly qualified teachers. The campus participated with staff team building activities throughout the school to create a culture of family for all staff.

Staff participate in:

1st year academy for new teachers and long term subs on campus and a mentorship by a grade level teacher

PLC's each week with grade levels

Vertical Team Meetings

2 GT TEAM Cluster Teachers on every grade level (minimum)

Other committee: Leadership team, CIT, AR committee, CHAMPS committee, bilingual team,

Staff Quality, Recruitment, and Retention Strengths

The campus has a diverse amount of teaching experience. This gives LBJ a chance to have many different views of education from brand new to very seasoned. LBJ uses the district website to advertise openings on the campus. The campus being a positive, encouraging and family atmosphere helps to retain staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not enough qualified candidates for the number of positions vacant. **Root Cause:** Teacher shortage

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

One of the district's non-negotiable for the 19-20 school year is that the instructional staff will use the TEKS Resource System documents. The teacher must follow the YAG, IFD, and supporting resources that TEKS Resource System has available. The teachers will be using the ECISD planning guides for ELAR and google classroom for math, science, and social studies. Also, teachers are required to input their lesson plans into Eduphoria which tracks the TEKS that have been taught.

Teacher will use Istation Reading, Imagine Math and Brainchild for our Tier 3 students.

Through daily instruction and tutoring afterschool instruction we will allow close the achievement gap

During PLCs the teachers and instructional leaders regularly perform data digs and identify focus standards to spiral into instruction. Teachers will assess student on a unit, SBA, DBA basis to provide feedback that will drive instruction.

The district purchased resources all have a technology component that works towards creating 21st Century Learners; including Pearson Envision, Pearson Science, Istation Reading, and Imagine Math.

Curriculum, Instruction, and Assessment Strengths

Math strategies and instruction are aligned with the Math TEKS. Effective use of our Instructional Specialist has been implemented on our campus. Guided Reading and Math are implemented but rigor will need to increase as we hold students accountable. Teachers continue to use Istation as well as Accelerated Reader. AR and our computer programs are utilized for instruction and for reinforcement of learning.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%. **Root Cause:** Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

Problem Statement 2: LBJ decreased in scores in science from 78% to 45% **Root Cause:** 1st year teacher learning the content.

Parent and Community Engagement

Parent and Community Engagement Summary

We involve parents and the community members at schools-wide include: Academic Night: Math Night, Science Night, Reading Night, Bookfair, Donuts with Dad, Muffins with Mom, Music performances, STAAR pep-rally, and VIPS.

Families and the community members are involved in school decisions through our campus PTA, CIT, VIPS, and AR programs.

We also have local organizations such as Walmart, Lions Club, Ector County Angels, Education Foundation literacy for kids, Education Foundation provide support for our students in need in various ways.

We translate all notes home into spanish, as well as sending the original English note. Also, our office staff, staff members and AP is bilingual and often will translate if needed.

The special programs that LBJ offers include: SPED, GT, ESL, Bilingual, Speech, RTI, Chess Club and AVID. We see gains in student growth through the use of these programs.

Parent and Community Engagement Strengths

Our VIPS and PTA are becoming actively involved on are campus helping with various needs, such as, Supper with Santa, Bluebonnet Team, SPED banquet, Field Day, Honor Dollar Store, and Yearbook. Grandparents reading in our classrooms, Career Day, LBJ at the Jackalopes and celebrations through out the year to bring parents and community members to the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

School Context and Organization

School Context and Organization Summary

The campus data shows that LBJ students need to continue to improve in math, reading, and writing. The campus data shows that the campus as a whole struggle with mathematics and writing compared to the State and rest of district. Teachers use data in Eduphoria from a variety of sources to drive instruction and remediation for those students in need. Teachers build into their schedules RtI time for students in need and also offer afterschool tutoring to those students that can stay after school. Our GT teacher has brought in accelerated time into her schedule to target students that are performing at high levels. Teachers have a voice via CIT and also ability to speak with campus administration on items they are concerned with. The campus will use common unit assessments for each unit but the teachers have the ability to create daily assessment for checking for understanding. The campus has committees that all stakeholders have access to speak with.

School Context and Organization Strengths

The campus as a whole is open to all stakeholders for input. The campus communicates with parents in all aspects of the campus. The grade levels communicate their needs with each other and their committee representative so that it can be discussed at Campus Improvement Team meetings or vertical team meetings.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches. **Root Cause:** Lack of focus on specific TEKS K-5 across grade levels.

Technology

Technology Summary

LBJ has smart boards, projectors and document cameras in all classrooms. One computer lab and 2 chromebook carts. Each classroom has a minimum of 3 desktop computers, if not more. The majority of staff and students are not very proficient with technology. We have very limited technology compared to the rest of the district therefore it is difficult to use many apps and interactive technology due to limited devices. After the bells for technology applications have been and will continue to be offered to staff members for increasing proficiency on technology. Technology has been used for all curriculum areas. Our focus has been on Istation. The network has hard line applications and wifi in all buildings in the district that doesn't work consistently. Eduphoria is used for lesson plans, RTI and data disaggregation. The TEKS resource system will be used for the frame work of all lesson planning.

Technology Strengths

All staff will be trained in the technological pieces that the district requires plus the campus Technology Specialist is available to help teachers when they are struggling with an a piece of technology or the district technology help desk.

Problem Statements Identifying Technology Needs

Problem Statement 1: 100% of the teachers at LBJ know how to use all of the applications on Eduphoria to collect data about their students **Root Cause:** New teachers and lack of access.

Priority Problem Statements

Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science.

Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches.

Root Cause 2: Lack of focus on specific TEKS K-5 across grade levels.

Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%.

Root Cause 3: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Not having higher participation at academic parent nights.

Root Cause 4: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level.

Root Cause 5: No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Not ALL LBJ students made 1 year or more of progress in basic math facts K-5.

Root Cause 6: A lack of focus on specific TEKS (Basic math facts Kinder-5th).

Problem Statement 6 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.





Performance Objective 1: Students achieving the Meets Standard on state assessments will increase in 3rd grade from 34% to 36%, 4th grade from 25% to 28%, and 5th grade from 38% to 40% on combined reading and math areas by May 2020.

Evaluation Data Source(s) 1: State Accountability Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) LBJ will analysis data consistently across grade level during the PLC process.	2.4, 2.5, 2.6	Principal and AP, Teachers, IS	Data will reflect assessment data as per the assessment calendar. Students for all tested grades and reading and math will achieve Meets Standard on short cycle assessments and release STAAR tests.				
2) LBJ will use technology throughout lessons.	2.4, 2.5, 2.6	Teachers, Principal, IS	Students for all tested grades and reading and math will achieve Meets Standard on short cycle assessments and release STAAR tests.				
Problem Statements: Demographics 1 - Student Achievement 2 - School Context and Organization 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 3) LBJ will provide lesson plan resources and training for teachers.	2.4, 2.5, 2.6	Principals, IS, Teachers	Improved data driven instruction Planning meeting to dissect plans. Students for all tested grades and reading and math will achieve Meets Standard on short cycle assessments and release STAAR tests.				
				Problem Statements: Curriculum, Instruction, and Assessment 1			
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) LBJ will ensure expectations and professional development are in place to provide training and support for teachers	2.4, 2.5, 2.6	Principal, Teachers, IS	PLC's Inclass instruction Students for all tested grades and reading and math will achieve Meets Standard on short cycle assessments and release STAAR tests.				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1			
TEA Priorities Build a foundation of reading and math 5) LBJ will implement new ELAR TEKS and explicitly teach word structures, deepen comprehension, in cooperate listening, speaking, reading, and writing and thinking skills across subjects,	2.4, 2.5, 2.6	Teachers, Principals, IS, Leadership Team	Istation data, lexile levels, AR, short cycle reading assessments				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1			

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.
Student Achievement
Problem Statement 2: Not ALL LBJ students made 1 year or more of progress in basic math facts K-5. Root Cause 2: A lack of focus on specific TEKS (Basic math facts Kinder-5th).
Problem Statement 1: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level. Root Cause 1: No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.

Curriculum, Instruction, and Assessment

Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%.

Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

School Context and Organization

Problem Statement 1: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches. **Root Cause 1:** Lack of focus on specific TEKS K-5 across grade levels.





Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: LBJ student achieving the Masters Standard on state assessments will increase in 3rd grade from 18% to 22%, 4th grade from 11% to 15%, 5th grade from 19% to 22%.

Evaluation Data Source(s) 2: State Accountability

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) LBJ will analysis data consistently across grade level during the PLC process.	2.4, 2.5, 2.6	Teachers, Principal, AP,	Data will reflect assessment data. Students for all tested grades and reading and math will achieve Meets Standard on short cycle assessments and release STAAR tests.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) LBJ will use technology throughout lessons.	2.4, 2.5, 2.6	Sped teachers, Admin, Sped Department, TEchnology Specialist	All students will make progress on STAAR. Inclusion logs will be monitored by the 9 weeks.				
Problem Statements: School Context and Organization 1							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) LBJ will provide training and support lesson planning.	2.4, 2.5, 2.6	Principals, IS, Teachers	Improve lesson plans and data driven instruction Planning meetings each week to monitor lesson plans. Data meetings each week to monitor Master's Standard short cycle assessment, sub pops.				
Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
TEA Priorities Build a foundation of reading and math 4) Dyslexia support and intervention will be offered to identify students in order to prevent barriers for success on state assessments	2.4, 2.6	Dyslexia teachers, 504 coordinators, Principals	Increase in students Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
Funding Sources: State Comp Ed - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.
Student Achievement
Problem Statement 1: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level. Root Cause 1: No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.
Curriculum, Instruction, and Assessment
Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%. Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.
School Context and Organization
Problem Statement 1: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches. Root Cause 1: Lack of focus on specific TEKS K-5 across grade levels.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: LBJ will decrease the accountability GAPS between LBJ and the State by 5% in each State assessed area.

Evaluation Data Source(s) 3: Accountability Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) LBJ will decrease the accountability GAPS between ECISD and the State by 5% in each State accessed area.	2.4, 2.5	Teachers, administrators,	Using data from unit assessments, Istation, S'Tride, SBA, DBA, and last years STAAR results tutoring groups will be formed. Teachers will tutor during and after school to target specific needs of these students.				
				Funding Sources: Title One School-wide - 7800.00			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Professional Development in best practices for teaching Reading, Math and Science will be offered to support student growth which will include Kagan engagement structures.	2.4, 2.5	Admin, IS	Staff will use Kagan day 1 engagement strategies for students, access area of need and support growth in all students daily for teachers that haven't been trained.				
				Funding Sources: State Comp Ed - 1200.00			

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: All LBJ K-5 grade students will improve their math mastery a minimum of one year.

Evaluation Data Source(s) 4: Unit assessments, Campus based assessments, Release STAAR Tests, Imagine Math

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) LBJ K-5th grade students will improve their math mastery a minimum of one year.	2.4, 2.5, 2.6	Teachers, Principal, AP,	Lesson plans, walk-through data, PLC's, short cycle assessments, STAAR at the end of the year Imagine Math				
Problem Statements: Demographics 1 - Student Achievement 2 - School Context and Organization 1							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) LBJ will focus on math facts K-5.	2.4, 2.5	Principals, Teachers	Istation Math Morning Math walk-through Mini assessments				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.
Student Achievement
Problem Statement 2: Not ALL LBJ students made 1 year or more of progress in basic math facts K-5. Root Cause 2: A lack of focus on specific TEKS (Basic math facts Kinder-5th).
Curriculum, Instruction, and Assessment
Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%. Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

School Context and Organization


Problem Statement 1: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches. **Root Cause 1:** Lack of focus on specific TEKS K-5 across grade levels.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: LBJ will use AVID strategies, career days, and display college degrees of all staff to show off all great things we are doing to teach AVID to all our students.

Evaluation Data Source(s) 5: Artifacts, pictures,

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) LBJ will use planners as organizers in grades 3 -5 and Niki folders for K-2.	2.4, 2.5, 2.6, 3.1	Teachers, Principal, AP, IC, Counselor	Use of planners and folders as artifacts. Communication with parents each day. Helps with homework and the connection of school to home.				
Problem Statements: Student Achievement 1 - Parent and Community Engagement 1							
							

Performance Objective 5 Problem Statements:





Student Achievement
Problem Statement 1: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level. Root Cause 1: No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.
Parent and Community Engagement
Problem Statement 1: Not having higher participation at academic parent nights. Root Cause 1: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: All K-5 teachers will be trained to use WICOR to plan weekly strategies for their lessons for all content areas.

Evaluation Data Source(s) 6: Weekly lesson plans, walk-thru, artifacts at monthly AVID site team meetings

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Professional Development refresher on WICOR and how it can be used in their classrooms.	2.4, 2.5	Admin	Students and teachers producing artifacts from their lessons weekly				
Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1							
TEA Priorities Connect high school to career and college 2) Share strategies monthly at AVID site team meetings	2.4, 2.5	Teachers, Admin, Site Team	Agenda, lesson plans, artifacts monthly, sign in sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.
Curriculum, Instruction, and Assessment
Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%. Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: All LBJ K-5th grade students will improve their reading mastery a minimum of one year.

Evaluation Data Source(s) 7: STAAR test data, Guided Reading, Running records, Istation scores,

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) LBJ K-5 grade students will improve their reading mastery a minimum of one year.	2.4, 2.5	Teachers, Principal, AP,	STAAR, Monthly Istation Testing 9 weeks and yearly reports about AR Testing				
	Funding Sources: State Comp Ed - 5000.00						
TEA Priorities Build a foundation of reading and math 2) LBJ will create an Istation testing schedule for monthly testing and review Istation data through PLC's.	2.5, 2.6	Classroom Teachers, admin	Istation testing schedule PLC Agenda Istation Data map completed each month				
TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) LBJ will implement K-3 guided reading and 4-5 balance literacy.	2.4, 2.5	Classroom Teachers, Principal, AP	Walkthroughs and lesson plans weekly. T-Tess conferences throughout the year T-Tess evaluation using guided math/guided reading				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: LBJ student attendance rate will increase 96% by May 2020.

Evaluation Data Source(s) 8: Attendance reports

Summative Evaluation 8:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Create an attendance committee to establish positive reinforcements for students that come to school.	2.4, 2.5	Teachers, Attendance clerk COC	Train teachers and administration on the attendance policies. Incentives for coming to school each week, 9 weeks, semester, and year.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1							

Performance Objective 8 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%. Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.
Parent and Community Engagement
Problem Statement 1: Not having higher participation at academic parent nights. Root Cause 1: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: Economically Dis students will score the same or better as all students in approaches, meet, and mastery in all STAAR tested subjects.

Evaluation Data Source(s) 9: STAAR scores

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Tutoring support will target eco dis and hispanic students.	2.4, 2.5	Teachers Principals IS	Short cycle assessments, Istation monthly data, Imagine math data				
Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1							
TEA Priorities Improve low-performing schools 2) Build a master schedule with intervention time built in everyday.	2.4, 2.5, 2.6	Teachers, Principal	Teachers schedules will be posted outside their classroom doors. Walk-throughs				
Problem Statements: Curriculum, Instruction, and Assessment 1							
							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: LBJ Hispanic population is performing 3 to 5% below our overall population in Math, Reading, Writing, and Science. Root Cause 1: LBJ inability to target individual needs and construct intervention to meet those needs.
Student Achievement
Problem Statement 1: LBJ students are not meeting 70% or higher of Tier 1 Istation scores to promote 1 years growth of reading and math in every grade level. Root Cause 1: No student data folders to hold students and teachers accountable for how students scored each month on Istation testing.

Curriculum, Instruction, and Assessment

Problem Statement 1: At LBJ 3rd math approaches for all students 66%, 4th math approaches for all students 64%, 4th reading for all students 60%, and 5th science for all students 45%.

Root Cause 1: Lack of training on engaging activities with the focus on instruction and discipline in the classroom.

School Context and Organization



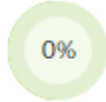

Problem Statement 1: LBJ performed below the district in approaches in 4th reading at 60% with the district at 64% approaches. **Root Cause 1:** Lack of focus on specific TEKS K-5 across grade levels.

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: LBJ will follow requirements in fitness assessments in all PE classes.

Evaluation Data Source(s) 10: FitnessGram Annual Report

Summative Evaluation 10:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) All PE classes will meet the state required 50% moderate to vigorous physical activity in each class period.	2.4, 2.5	Principal Coach Corralez					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: LBJ will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 11: All EL students at LBJ will increase proficient levels on TELPAS in all areas.

Evaluation Data Source(s) 11: TELPAS

Summative Evaluation 11:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) LBJ teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing.	2.4, 2.5	Teachers, Principal, IS	All students will increase proficient levels in TELPAS in all areas.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: LBJ will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: LBJ will implement a new teacher support group for teachers with 1 or less years of experience.

Evaluation Data Source(s) 1: Support survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Each month a meeting will be held for our 1st year teachers to support them.	2.4, 2.5	Principal, IS	Teaching 1st year teachers on technology, lesson plans, curriculum, and unanswered questions in a small group.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Johnson Elementary will partner with local community members to have career days on campus. As well as incorporate local mathematicians including: engineers, doctors, chemists, and fire fighter, during our family math nights.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) LBJ will invite people from our community to speak at academic night and in our classroom through out the school year.	3.1, 3.2	Teachers, Principal, AP	Academic Nights each semester, Career Day pictures and articles, artifacts from classrooms each 9 weeks				
Funding Sources: Title One School-wide - 1498.00							


Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: LBJ will provide a nightly communication system with parents in the form of a student planner and conduct sheets.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) LBJ will send home student planners and conduct sheets daily and require a parent signature.	2.6, 3.1	Teaches, AP, Principal	Planners, Niki folders				
2) LBJ will implement use of Parent Link to communicate with Parents.	2.6, 3.1, 3.2	Principal	Parentlink logs				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: LBJ will conference with parents about the parent/teacher compact set by the grade-level team and community members.

Evaluation Data Source(s) 3: Sign in Sheets, Teacher/Parent logs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Parent conferences with teacher about the LBJ Compact.	2.6, 3.1	Teachers, AP, Principal	Sign in Sheets Copy of sign compacts				

Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 4: Teachers will conference, by phone or in person, with every parent, once a semester, to report on student progress.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) LBJ teachers and staff will contact every parent once a semester to report progress.	2.6, 3.1, 3.2	Teachers, AP, Principal	Logs of parent contacts				
Funding Sources: State Comp Ed - 1498.00							

Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 5: Johnson will provide at least one academic night per semester and provide community programs to our parents.

Evaluation Data Source(s) 5: sign-sheets and projects make by students

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) LBJ will hold 1 academic night per semester.	2.4, 2.5, 2.6, 3.1	Teachers, AP, Principal	sign-in sheets make and takes for parents Title one materials and parent involvement activities (Calendar, games, science experiments)				
Funding Sources: State Comp Ed - 0.00							

Goal 3: LBJ will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 6: LBJ will improve our customer service and community perception to an 85% as measured by a campus customer service survey by 2020.

Evaluation Data Source(s) 6: End of the year survey

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Train office staff on a consistent script for answering the telephone at LBJ.	2.5	Principal	A consistent and friendly greeting to promote welcoming environment				


Goal 4: LBJ will provide and promote a safe climate that is conducive to learning.


Performance Objective 1: 100% of LBJ teachers and staff will be provided professional development to ensure consistent safety processes and procedures are implemented across the District.


Evaluation Data Source(s) 1: Training agendas and sign-in sheets, campus documentation of practice drills conducted.


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) LBJ will provide differentiated PD to help everyone reach their goals this year.	2.4, 2.5	Admin and teachers	Teachers will use the strategies or information from the PD in their classroom. They will send pictures and write it in their lesson plans as proof that they are using it.				
2) All staff will be trained on all safety procedures and practices on campus.	2.4	Principals, Teachers	All drills will be practiced and debrief afterward to make any corrections.				
TEA Priorities Improve low-performing schools 3) Campus wide implementation of CHAMPS and PBIS.	2.4	Principals, teachers, and staff	CHAMPS refresh training at the beginning of the school year. CHAMPS refresh and reteach throughout the school year as needed. Decrease in the number of referrals.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 5: LBJ will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options" submitted by departments and approved by the Board no later than June 18, 2019. (Options are funding above department allotments for additional identified needs.)


Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

Summative Evaluation 1:

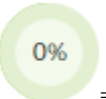
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) All programs that are bought at the campus level will focus on low performing TEKS.	2.4, 2.5	Principal, Teachers, Tutors, IS	Assessments, STAAR data results				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 6: LBJ will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: All LBJ students will have access to 45 minutes of technology per week.

Evaluation Data Source(s) 1: Schedule timed for computer or computer cart for each class

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) All LBJ students will have access to technology every week for a minimum of 45 minutes.	2.4, 2.5	Teacher and Admin	Provide more technology for teachers and students to use in their classroom.				
	Funding Sources: State Comp Ed - 15000.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Increase the use of digital tools and strategies using cloud-based application by 2020.	2.4, 2.5	Principal	All teachers access cloud-based applications to teach lessons and access resources.				
TEA Priorities Improve low-performing schools Build a foundation of reading and math Connect high school to career and college 3) Increase the use of parent portal activity from 10% to 35% by 2020.	3.1, 3.2	Principal, Teacher	Teach parents how to check grades, attendance by using the portal.				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	LBJ will analysis data consistently across grade level during the PLC process.
1	2	2	LBJ will use technology throughout lessons.
1	3	1	LBJ will decrease the accountability GAPS between ECISD and the State by 5% in each State accessed area.
1	7	1	LBJ K-5 grade students will improve their reading mastery a minimum of one year.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Kagan- Win Win Discipline for professional development for all teachers on cooperative learning/discipline in the classroom. After school tutoring for students that are performing 1 year or below grade level in Math, Reading, Writing, and Science will focus on bilingual, ESL and at risk sub pop. Supplemental material will include resources for TEKS Math, Writing and Science. Teacher Created Material for Math Workstations and student workbooks for Writing and Science.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

LBJ teachers utilize TRS with an emphasis on student engagement via kagan and Lead4ward strategies. We will complete Kagan Day 1 and 2 for new hires and Win Win Discipline cooperative learning this school year. Professional Development through the year to introduce and practice lead4ward strategies will be used.

2.2: Regular monitoring and revision

We only 80% of the staff is highly qualified. We have six long term sub.

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

All communication is presented in English and Spanish.

2.4: Opportunities for all children to meet State standards

Every student have the opportunity to achieve state standards through whole group instruction, guided reading small/stations, guided math small groups/stations, and RTI process.

2.5: Increased learning time and well-rounded education

We follow the standard time for guide reading/writer workshop, increase math time to 90 minutes, and 30 minutes of science and social studies 3 days per week.

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

LBJ provides differentiation for all students through RTI for our students that are not performing on grade level. These students are documented in Eduphoria and meet every 6 weeks with parents to discuss progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

LBJ presents parent and family involvement LBJ policies through face to face presentations, information of the policy sent home with students, and call outs.

3.2: Offer flexible number of parent involvement meetings

LBJ offers parent involvement meetings at 7:15 in the morning, middle of the day during lunch time , and in the evening starting at 5:30 PM.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Brooke Sparkman	teacher
Classroom Teacher	Carol Manuel	Teacher
Classroom Teacher	Rhonda Choudhary	Teacher
Classroom Teacher	Nan Bowen	teacher
Classroom Teacher	Morgan Russell	teacher
Classroom Teacher	Brittany Swaim	teacher
Community Representative	Luis Holguin	Community Member
Parent	Denise Villa	Parent
Parent	Jenni Franco	community member
Classroom Teacher	Mary Cooper	Teacher
Administrator	Alisha Holguin	Principal
Administrator	Indhira Salazar	AP
District-level Professional	Stacy Johnson	Executive Director for Elementary
Classroom Teacher	Johnathan Smith	Music Teacher

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	3	2	Kagan Day 1 Training for teachers that weren't trained before	211-12-6299-00-128-3021118	\$1,200.00
1	7	1	Tutoring-focus on TEKS	211-116396-00-128-3021118	\$5,000.00
3	4	1	Supplies for make-take Parent Nights, games,	211-61-6399-00-128-30-21118	\$1,498.00
3	5	1	Materials to play games and prizes,		\$0.00
6	1	1	Chromebooks for students to work on		\$15,000.00
Sub-Total					\$22,698.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplemental Materials	211116396001283021118	\$2,800.00
1	3	1	Tutoring during the day and after school	211116117461283021118	\$5,000.00
3	1	1	Activities and workstations for parent to use and take home	211611639900128302118	\$1,498.00
Sub-Total					\$9,298.00
Grand Total					\$31,996.00