Ector County Independent School District

Blackshear Elementary

2024-2025



Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 1: The percentage of students K-5 achieving or exceeding their Math RIT goal will increase from 40% to 50%.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

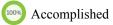
Evaluation Data Sources: MAP MOY and EOY Monthly Istation Reports IReady Diagnostic Reports SCA

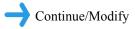
Strategy 1 Details		Reviews		
Strategy 1:		Formative		Summative May
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Istation Monthly Reading Growth - Students meeting Istation Goals SCA at meets level MAP growth from BOY to MOY to EOY Staff Responsible for Monitoring: FTEs MCLs Principals				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details		Rev	iews	
Strategy 2: K-5 classroom teachers will target at risk populations and 4th-5th will utilize FEV tutoring twice a week for 40		Formative		Summative
minutes each session, Do the Math three times a week for 20-25 minutes per group; IReady for 3rd-5th and Math Academy K-2 for 20 minutes three times a week and adhere to the ECISD MATH Framework.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: MAP Growth BOY to MOY SCA scoring at meets level				
Staff Responsible for Monitoring: FTEs MCLS Principals				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				



% No Progress







Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 2: The percentage of students K-5 achieving or exceeding their Reading RIT goal will increase from 47% to 55 %.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY

Monthly Istation Reports Diagnostic IReady Reports

SCA

Strategy 1 Details		Reviews		
Strategy 1:	Formative			Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Rigor in Lessons Growth in Istation Reading Staff Responsible for Monitoring: FTEs MCLs Principals	Oct	Jan	Mar	May
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Rev	riews	
Strategy 2: K-5 classroom teachers will target at risk populations and 3rd-5th will utilize FEV tutoring twice a week for 40		Formative		Summative
minutes each session, LLI three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Growth in Istation Reading Students meeting Istation monthly Goals				
Staff Responsible for Monitoring: FTEs				
MCLs				
Principals				
Title I:				
2.4, 2.5, 2.6 - TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,				
Lever 5: Effective Instruction				
No Progress Continue/Modify	X Discon	tinue		

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 3: By May of 2025, 42% of students will perform at the Meets level in 3rd-5th Math STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details		Reviews		
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Rigor in lessons Alignment to District Framework				
Staff Responsible for Monitoring: MCLs FTES Admin				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Rev	iews	
trategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes		Formative		Summative
ach session, Do the Math three times a week for 20-25 minutes per group; IReady Math for 60 minutes three times a week and adhere to the ECISD ELAR Framework.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student Progress in Math MAP Goals Met				
Staff Responsible for Monitoring: MCLs				
FTEs				
Admin				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standards on state assessments will increase from 32% to 60% by May 2025 across all tested content areas.

Performance Objective 4: By May of 2025, 40% of students will perform at the Meets level in 3rd-5th Reading STAAR.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY

Monthly Istation Reports

SCA

IReady Reports

Strategy 1 Details		Rev	iews	
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs. Strategy's Expected Result/Impact: Understanding of TEKS Rigor in lessons Staff Responsible for Monitoring: MCLs FTEs Admin	Oct	Jan	Mar	May
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Rev	iews		
Strategy 2: K-5 classroom teachers will target at risk populations and utilize FEV tutoring twice a week for 40 minutes		Formative		Summative	
each session, Do the Math three times a week for 20-25 minutes per group; Istation for 60 minutes three times a week and adhere to the ECISD ELAR Framework.	Oct	Jan	Mar	May	
Strategy's Expected Result/Impact: Growth on Istation Reading					
Staff Responsible for Monitoring: MCLs					
FTEs					
Admin					
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Performance Objective 1: The percentage of Kindergarten- 2nd grade students reading on grade level will increase from 26% to 36%.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details	Reviews			
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % Staff Responsible for Monitoring: K-2 Teachers MCLs Principals				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details				
Strategy 2: K-2 classroom teachers will target at risk populations and utilize small group reading intervention four times a		Formative		Summative
week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals Title I: 2.4, 2.5, 2.6				
No Progress Accomplished — Continue/Modify	X Discor	ntinue		

Performance Objective 2: 70% of K-2 students will show growth on their READING MAP ASSESSMENT.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP MOY and EOY

Monthly Istation Reports

SCA

Strategy 1 Details		Rev	iews	
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - %				
Staff Responsible for Monitoring: K-2 teachers MCLs in K-2 Principals				
Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Rev	riews	
Strategy 2: Teachers will create student data folders to ensure students track MAP Reading growth, monthly iReady		Formative		Summative
Reading progress and ELAR SCAs. Strategy's Expected Result/Impact: Increase Meets level on MAP EOY in K-2 K- % 1st - % 2nd - % Staff Responsible for Monitoring: FTEs MCLs Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Oct	Jan	Mar	May
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 3: 70% of 3rd grade students will show growth on their READING MAP.

Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY

Monthly iReady Reports

SCA

Strategy 1 Details		Rev	iews	
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity				
Staff Responsible for Monitoring: K-3 teachers				
MCLs in K-3				
Principals				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,				
Lever 5: Effective Instruction				

each session, reading interventions three times a week for 20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Strategy 2 Details		Rev	iews	
week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,			Formative		Summative
Staff Responsible for Monitoring: K-3 teachers MCLs in K-3 Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,		Oct	Jan	Mar	May
MCLs in K-3 Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity				
Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Staff Responsible for Monitoring: K-3 teachers				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	MCLs in K-3				
2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Principals				
- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Title I:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	2.4, 2.5, 2.6				
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	- TEA Priorities:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,	Build a foundation of reading and math, Improve low-performing schools				
Lever 5: Effective Instruction	Lever 5: Effective Instruction				

Performance Objective 4: 35% of 3rd grade students will perform at the MEETS level on their READING STAAR ASSESSMENT.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP MOY and EOY

Monthly iReady Reports

SCA

Strategy 1 Details		Rev	riews	
Strategy 1:		Formative		Summative
MCLs and leadership will implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Implement DDI process in PLCs with Fidelity Increase Meets level on MAP EOY in K-3				
Staff Responsible for Monitoring: K-3 teachers				
MCLs in K-3 Principals				
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Rev	views	
Strategy 2: K-3 classroom teachers will target at risk populations and utilize reading interventions four times a week for		Formative		Summative
20-25 minutes per group; iReady for 40 minutes three times a week and adhere to the ECISD ELAR Framework. Strategy's Expected Result/Impact: Student's will be monitored by monthly iReady tests to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT is met. Staff Responsible for Monitoring: Classroom Teachers K-3MCLs Principals	Oct	Jan	Mar	May
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
No Progress Continue/Modify	X Discon	tinue		

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

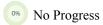
Performance Objective 1: 100% of 3rd-5th students will utilize Avid strategies to promote college readiness.

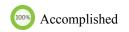
Indicators of Success:

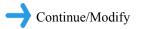
College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers will ensure each students learn organizational skills through maintaining a binder and planner.		Formative		Summative
Strategy's Expected Result/Impact: organization two way communication	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teacher AVID Site team				
Title I:				
2.5, 2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
Strategy 2 Details		Rev	iews	1
Strategy 2: AVID Site Team will share an AVID strategy with teachers every 9 weeks and monitor implementation.		Formative		Summative
Strategy's Expected Result/Impact: organization	Oct	Jan	Mar	May
rigor		9411	17141	iviay
Staff Responsible for Monitoring: AVID site team				
Teachers				
Title I:				
2.6				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				









Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 2: School Connectedness panorama data will increase from 72% to 75%.

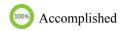
Indicators of Success:

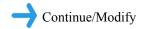
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Fall and Spring Panorama Data Reports

Strategy 1 Details		Rev	iews	
Strategy 1: The iLead curriculum will be implemented 1 time a week for 20 minutes to reduce the number of discipline		Formative		Summative
referrals by 10% and build positive relationships among students and teachers.	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Reduce Discipline Referrals Build Positive relationships				
Staff Responsible for Monitoring: Teachers Counselor SEL Site Team				
Title I: 2.6 - TEA Priorities:				
Improve low-performing schools - ESF Levers:				
Lever 3: Positive School Culture				
Strategy 2 Details		Rev	iews	l
Strategy 2: Character ED lessons will be rolled out to students two times a month 45 minutes each lesson by the counselor.		Formative		Summative
Strategy's Expected Result/Impact: Self regulation Positive Relationships among All Problem Solving Skills	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers Counselor				
Title I: 2.6 - TEA Priorities: Improve low-performing schools				
- ESF Levers: Lever 3: Positive School Culture				









Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 92.8% to 93.8%.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Monthly Attendance Dashboard

Strategy 1 Details		Rev	riews		
Strategy 1: Grade level teachers will contact parents at two absences a month and document in Eduphoria on Contact form.		Formative		Summative	
	Oct	Jan	Mar	May	
Strategy 2 Details		Rev	iews		
Strategy 2: Teachers will hold attendance celebrations for students meeting 95% attendance.		Formative		Summative	
Strategy's Expected Result/Impact: 95% attendance EOY rate Staff Responsible for Monitoring: Grade level Attendance Liaisons Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Liaisons, supplies and materials to support attendance - Title One School-wide	Oct	Jan	Mar	May	