



**AUSTIN ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2008-2009**

**CHERYL LOCKLEAR
PRINCIPAL**

MISSION STATEMENT:

The mission of the Coppell Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop strong moral character, and become dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: EACH STUDENT MEETS OR EXCEEDS THE SET STANDARD ON STATE ACCOUNTABILITY TESTS.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Increase performance for each student group in each subject assessed by TAKS to reflect:
 - no more than a 5% variance between groups and
 - at least 10% gain in commended performance
- **Performance Objective 4:** Continue assessment and evaluation program that provides information about individual students and measures students' continuous academic growth.

STRATEGIC OBJECTIVE/GOAL 2: THE DISTRICT WILL DEMONSTRATE EDUCATIONAL EXCELLENCE.

- **Performance Objective 1:** Establish learning environments most appropriate for the implementation of 21st century learning skills.
- **Performance Objective 2:** Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
- **Performance Objective 3:** Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
- **Performance Objective 4:** Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.
- **Performance Objective 5:** Increase the number of students served in the least restrictive environment through a continuum of services.

STRATEGIC OBJECTIVE/GOAL 3: EACH STUDENT WILL CONSISTENTLY DEMONSTRATE IDENTIFIED CISD CHARACTER TRAITS WITHIN HIS/HER SCHOOL AND COMMUNITY.

- **Performance Objective 1:** Seamlessly integrate character education into Coppell ISD curriculum.
- **Performance Objective 2:** Establish consistent safe and drug-free school programs district-wide.

STRATEGIC OBJECTIVE/GOAL 4: ALL STUDENTS WILL ANNUALLY PARTICIPATE IN MEANINGFUL SERVICE ACTIVITIES WITHIN THEIR COMMUNITY.

- **Performance Objective 1:** Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

STRATEGIC OBJECTIVE/GOAL 5: EACH STUDENT SUCCESSFULLY COMPLETES OR MAKES APPROPRIATE PROGRESS TOWARD PERSONAL EDUCATIONAL GOALS.

- **Performance Objective 1:** Develop, monitor, adjust and evaluate student transition plans.
 - **Performance Objective 2:** Improve access to student information through electronic database and management systems.
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AUSTIN ELEMENTARY

CAMPUS IMPROVEMENT PLAN SUMMARY

2008-2009

The focus at Austin Elementary for the 2008-2009 school year is success for all students. We will utilize data from curriculum based assessments and other classroom data to drive our instruction. Our focus is to implement research based programs and strategies to ensure success for all student groups on campus. Our student population is very diverse with 49% White, 28% Asian or Pacific Islander, 17% Hispanic and 5% African American. 13% of our students are classified as limited English proficient or LEP and 14% are economically disadvantaged.

Goal 1 states that each student will meet or exceed the set standard on state accountability tests. Based on our TAKS scores, AEIS report and classroom assessments we will implement K-5 research-based practices that ensure mastery of all TEKS/TAKS objectives. These include campus-wide implementation of Envision math program, small group instruction and workstations in reading and math that address individual needs, full implementation of Write From the Beginning in all classrooms, tutoring support for identified students who need additional or enrichment instructional support, Word of the Day activities for increased science vocabulary practice and High Tech, High Touch science learning experiences in the classroom to enhance science instruction. Implement science notebooking to support and enrich understanding and retention of FOSS kit science experiments. Analysis of curriculum based assessments data and literacy assessment data will drive instruction based on individualized needs. The PST committee will work with all teachers to develop intervention plans for students in need and monitor progress of these students through the Rtl process.

Goal 2 is to demonstrate educational excellence. One of our actions steps will be to support fine arts on campus. Through programs and displays we will support the efforts of the students in the areas of visual art, music and student performance. We are committed to creating a schedule that allows opportunities for small learning communities throughout the day for staff members and participate in PLCs. A focus will be on serving students with special needs in the least restrictive environment and utilize the co-teach model in the general education setting. We will implement a Practical Academics classroom curriculum for students served in this program.

Goal 3 is that all students will consistently demonstrate identified CISD character traits within the school and community. We will continue to implement an all school character program that reinforces CISD character traits. Campus wide behavior expectations will be taught to all students. Our campus will continue to implement strategies that focus on building student growth through Quantum Teaching techniques, The Essential 55 and Positive Discipline in the Classroom. We will also continue a student council in grades 3-5 lead by 5th grade officers to foster leadership.

Goal 4 allows all students to participate in meaningful service activities within their community. We will continue to follow the STARS model to identify service learning opportunities for all students and provide information to parents, staff, students and the community on a regular basis to create support. Through the service learning survey we will track progress and participation of the grade level projects.

Our final goal is that each student will successfully complete or make progress toward personal education goals. Special education teachers will attend training and implement usage of the new data-based system to track student progress. All students will be given the opportunity to participate or lead parent conferences to set individual learning goals and strengthen their accountability and responsibility toward learning.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Campus Admin, and Team Leaders	August 2008	June 2009	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Campus Admin and Teachers	August 2008	June 2009	Achievement Series data	Forethought lesson plans and campus visits	

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Docume
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Continue to implement and improve the use of Research-Based Best Practices & Rtl process with an emphasis on differentiated instruction and progress monitoring	Instructional staff	Campus Admin, PST committee, teachers	August 2008	June 2009	Curriculum Department, Intervention Services, Campus Admin, Counselors, PST committee Rtl TEPSA conference, Houston \$1,800 Title 1 funds	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
AEIS Report and local assessment data, campus discussions	Implement standards-based report cards in 3 rd grade	Grade 3	Campus Administrators 3rd grade teachers;	August 2008	June 2009	Standards-based report cards, Elementary Curriculum Director, Staff Development Director	Utilization of standards-based report cards	

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> no more than a 5% variance between groups and at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Directors, Assessment Director, campus administrators, and teachers	August 2008	June 2009	TAKS and local assessment data, Tetradata, Achievement Series	Instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	All	Curriculum Directors, Assessment Director, Campus Administrators, Teachers	August 2008	June 2009	Instructional target area action plan, Tetradata, Achievement Series, Campus leadership team	Forethought lesson plans, District level walk throughs/campus visits, use of instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop a comprehensive plan designed to increase commended performance in each student group in all subject areas assessed.	All	Campus Administrators	August 2008	October 2008	State Assessment Data, Cultural Literacy Resources and Best Practices, Tetradata, District Template	Campus Plan, Local Assessments, Campus Comprehensive Commended plan	
AEIS, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Exec. Dir. of Intervention Services, Directors of Special Education, Campus Administrators, Sp. Ed Teachers	August 2008	June 2009	TAKS Alt and TAKS-M data Local Assessment Data	IEP Progress ARD Committee Reports	

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Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	K-5 Teachers will participate in a book study that focuses on literacy strategies.	K-5	Campus Admin. Literacy Coach	August 2008	June 2009	Title 1 funds \$600, Books -Strategies that Work; Reading with Meaning		
AEIS Report and Local Assessments, TAKS Summary Report	K-5 vertical teams will attend literacy training that focuses on best practices in reading.	All	Campus Admin.	August 2008	June 2009	Title 1 \$9,877 + Sub pay \$3,000	Literacy assessment data, student progress	
AEIS Report and Local Assessments, TAKS Summary Report	Continue "Word of the Day" activities to develop and enhance student vocabulary in science.	All	Campus Admin. Literacy Coach, Teachers	August 2008	June 2009	Word of the Day Resources, Literacy Coach, Vocabulary committee	Daily announcements, Posters in hallways, word of the day writing samples	
AEIS Report and Local Assessments, TAKS Summary Report	Continue the use of Write From the Beginning in all classrooms.	K-5	Campus Admin. Classroom Teachers	August 2008	June 2009	Write From the Beginning manuals	Forethought Lesson plans, walk-thrus, student writing samples,	
AEIS Report and Local Assessments, TAKS Summary Report	Create daily/weekly tutorials for students as intervention for not meeting mastery levels in reading, math and science.	AR	Campus Admin. Classroom Teachers	August 2008	June 2009	Title 1 funds \$30,000 (Instructional Aide and part-time tutor) SCE funds, \$4,785, instructional supplies and resources	Tutoring schedules, Forethought Lesson plans, progress monitoring data	
AEIS Report and Local Assessments, TAKS Summary Report	Purchase TEKS-aligned, research-based instructional resources to support Math instruction".	K-5	Campus Admin. Classroom Teachers	August 2008	June 2009	Title 1 funds, \$5,000	Forethought lesson plans, Library checkout lists	

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Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> no more than a 5% variance between groups and at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Local Assessments, Staff meetings, Team Leader meetings	Expand resources for Check Out this Math support for math instruction.	K-5	Campus Admin. Classroom Teachers	August 2008	June 2009	Title 1 funds, \$525	Purchase orders, library checkout process	
AEIS Report and Local Assessments, TAKS Summary Report	Implement Science Note booking to enhance science instruction.	K-5	Campus Admin. Classroom Teachers	August 2008	June 2009	Linda Cook, Title 1 Funds \$125 to purchase book, <u>Strategies for Science Notebooking</u>	Forethought Lesson Plans, Walk-thrus, notebooks samples	
AEIS report, TAKS, CBAs	Purchase TEKS-aligned, research-based instructional resources to support science & Social Studies instruction	All	Campus administrators, Campus science content spec.	August 2008	June 2009	District science coordinator, Campus science content spec., Title funds \$4,500	Campus Purchase Orders	
AEIS report, TAKS, CBAs	Purchase "High Tech, High Touch" on campus science field trips for each grade level.	All	Campus Administrators Team Leaders	August 2008	June 2009	District Education Foundation Grant \$2,100, PTO funds	Lesson plans, products from field trips	
AEIS Report. Local Assessments, TAKS Summary Report, CBAs	Purchase TEKS aligned, research-based instructional resources to support guided reading and literacy workstations.	K-5	Campus Administrators Literacy Coach	August 2008	June 2009	District Videos, literacy coach, Training opportunities, Title 1 funds \$5,000	Campus purchase orders	
AEIS Report. Local Assessments, TAKS Summary Report, CBAs	Provide small group instruction for students as enrichment and/or intervention.	All	Classroom Teachers, Campus Admin.	August 2008	June 2009	PST committee, literacy coach, ESL, MTA, GT SCE funds, \$3,000	Tutoring schedule, Lesson plans, Walk-thrus, progress monitoring data,	

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st century learning research	Explore opportunities for the implementation of problem/project-based learning such as service learning	K-5	Campus Admin, Service Learning Representative Classroom Teachers	August 2008	June 2009	21 st century learning research, PLC studies, Service Learning curriculum, Local and Federal Funds	Documentation of participation, service learning survey	
Student Achievement	Expand opportunities for parents to be involved and part of our campus community	K-5	Campus Admin, teachers	August 2008	June 2009	Title 1 Funds, \$500 Funds	Master schedules, meeting agendas, reflective feedback	
Team Leader meetings, I team input	Train staff in VOD/PODcasting process and uses for learning opportunities	All	Campus Admin. I Team	Oct. 2008	June 2009	District Technology Department, Region X, campus funds	Eduphoria transcripts, posted podcasts	
Fine Arts Appreciation	Support the efforts of students in the areas of visual art, music and student performance	All	Art Teacher Music Teacher, Classroom Teachers, Campus Admin.	August 2008	June 2009	Art & Music Teachers, Campus Admin., Title 1 funds\$2000	Observation schedule of programs, art displays, student performances	

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Training on Co-Teaching to general education and special education teachers	Special Ed, Co-teach classrooms	Campus Administrators, Special Education Teachers	June 2008	June 2009	SPED, Local and Federal Funds	Meeting Agenda, Handouts	
Parent Survey (PS), Parent and Community (PC), Legislative/Campus Oversight (LCO)	Monitor co-teach model for instruction	Campus Admin. Special Ed	Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	Classroom Observation/walk-throughs	
PEIMS, Local Assessment	Ensure that students are served in the least restrictive environment	Campus Admin. Special Ed	Campus Administrators, Special Ed. Teachers	June 2008	June 2009	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators, Local and Federal Funds	ARD committee reports , PEIMS Report	
Local assessment, Faculty Survey, Parent Survey	Implement Practical Academics Program to meet the unique needs of students that require specialized instruction.	Campus Admin. Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	ARD committee reports, IEP Progress	

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Local assessment data	Implement reading/writing curriculum for student in Practical Academics	K-5 Special Ed	Exec. Dir of Intervention Services, Directors of SPED, (Elem & Sec) Special Education Teachers, Speech Pathologists, Behavior Specialist/Consultants	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	Curriculum Documents, Teacher Input, Student Performance, IEP Progress	
Local assessment data	Implement Applied Behavior Analysis programming in specialized programs (PA, ABC's, LS, SL) to improve social interaction and communication	K-12 Special Ed	Exec. Dir. Of Intervention Services, Director of Elementary Special Education, Lead Speech Pathologist, Speech Pathologist	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	Teacher input, Student Performance, IEP Progress	

Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.							
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, Team Leaders meetings	Continue to develop leadership skills through student council led by 5 th grade officers	3-5	Student Council Sponsors, 5 th grade teachers, Campus Admin.	August 2008	June 2009	TEPSA Student council training and manuals, sponsors, campus admin., Activity Fund	Meeting agendas, Student Council activities	
Local Assessments, Staff meetings, Team Leader meetings	Continue to implement strategies that focus on building positive classroom and community to foster student growth and achievement	All	Campus Admin. All teachers	August 2008	June 2009	Texts such as <u>Essential 55</u> , <u>Excellent 11</u> , <u>Quantum Teaching</u> , (Title 1 funds, \$650) <u>Positive Discipline</u> , Local funds	Walk-thrus, PDAS process, class meetings	

Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.							
Performance Objective 2:	Establish consistent safe and drug free school programs district wide.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback, current events, student survey	Continue to publicize safe and drug free programs such as Red Ribbon Week.	All	Counselor	August 2008	June 2009	Website, newsletters, Local Resources (Police, Assistance League, Title 1 funds, \$300	Newsletters, newspapers, campus & community feedback	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> Bullying 	All	Counselors	August 2008	June 2009	Support materials, Title 1 funds, \$300	Curriculum documents, counselor feedback, discipline data	

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Continue tracking student participation in SL projects	All	Campus Service-Learning Representatives, Campus Admin.	August 2008	May 2009	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	SL participation form, Report of SL projects	
Community needs, Teacher input, student voice	Identify SL projects that best align with written curriculum that follow the STARS model	All	Service-Learning Representatives, Campus Admin	August 2008	June 2009	Curriculum plans, <u>Project WILD, Complete Guide to Service Learning</u> , Campus SL Leaders, Local funds, SL grant	Report of SL projects	

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 2:	Improve access to student information through electronic database and management systems.							
Summative Evaluation:	Eduphoria posting of training dates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Special Ed staff will attend training on new Special Education data-based system and implement usage.	Special Ed	Special Education Teachers, Campus Admin.	June 2008	June 2009	SPED Department, District Training, Exec. Director of SPED.	Meeting agenda, handouts, feedback from campus staff; review of information of database	
AEIS Report, Local Assessments, Community Feedback	Students will continue to participate in student -led conferences with teacher and parents to set individual learning goals	All	Classroom Teachers, Campus Admin.	October 2008	June 2009	Parent conference days, classroom teachers, campus admin, Quantum Teaching	Student led conference schedules	

APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

E=Ethnicity

ESL=English as a Second Language

GT=Gifted and Talented

IE =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

PA=Practical Academics

PLC=Professional Learning Communities

PST =Promoting Success Teams

SE=Special Education

SL=Service Learning

SL=Structured Learning

[SPP](#) =State Performance Plan

TES=Texas Effectiveness Student Teacher

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education

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